

# Why Junior College Terminal Education?

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## Why Junior College Terminal Education?

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WALTER CROSBY EELLS, *Director*

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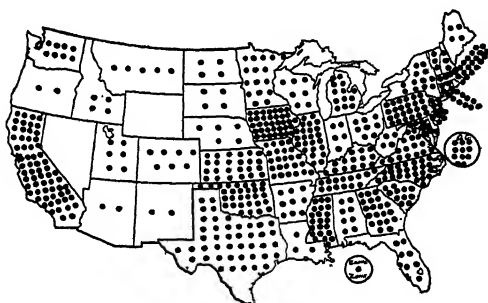
Prepared for the  
COMMISSION ON JUNIOR COLLEGE  
TERMINAL EDUCATION

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With chapters by  
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*Terminal Education Monograph No. 3*



*Location by States of 610 Junior Colleges in 1941*

AMERICAN ASSOCIATION OF JUNIOR COLLEGES  
WASHINGTON, D.C.

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## FOREWORD

THE Commission on Junior College Terminal Education was organized in September, 1939 to sponsor a nationwide study in the general field of terminal education in the 600 junior colleges of the country. The names of this Commission, representing a wide variety of junior college interests and activities, are given on another page. The activities of the Commission during the one-year period (1940) of exploratory study were financed by a special grant from the General Education Board.

Major activities planned for the year of exploratory study of terminal education included office research, field investigations, general interpretation, regional conferences, stimulation of interest, formulation of problems deserving further study, and pertinent publications. Publication of three monographs covering the important results of the one-year study was projected.

The Commission felt that it was basic to further research and to stimulation of individual institutional activity to present definite information concerning existing publications in the field of junior college terminal education, present conditions in the field of terminal education in the junior colleges of the country, and practical and theoretical reasons for the importance of junior college terminal education.

Accordingly three monographs have been prepared: *The Literature of Junior College Terminal Education*, *Present Status of Junior College Terminal Education*, and *Why Junior College Terminal Education?* The first of this series of basic monographs, a fully annotated and classified bibliography of more than 1,500 titles bearing on the subject of junior college terminal education, was published in March, 1941.

The second in the series, a general summary of conditions in the field of junior college terminal education as they now exist with suggestions of major problems deserving further study, was published in May, 1941.

The third in the series, which completes the trilogy planned more than a year ago, is the present monograph. It endeavors to present the fundamental reasons for the importance of terminal education

in the junior college as expressed by a large number of different individuals.

It is hoped that this volume in particular, as well as its two predecessors, will prove of distinct value to junior college administrators, faculty members, graduate students, and others interested in studying various phases of terminal education, which is, perhaps, the most significant aspect of the rapidly spreading junior college movement.

The year of exploratory study revealed the need and the opportunity for a series of additional studies in special fields and for experimental investigations and demonstrations which may well cover several years of continuous effort. Funds have been made available through the General Education Board and cooperating junior colleges for such additional activities during the next four years. The results of many of these activities, it is expected, will be published in other monographs in the field of terminal education.

WALTER CROSBY EELLS, *Director*

Washington, D.C.

May, 1941



## INTRODUCTION

THESE are the times that try men's souls," said Thomas Paine in *The Crisis* more than a century and a half ago in discussing the troubled period accompanying the War of the Revolution. The same words might be used just as truly and even more emphatically today. For the past 20 years or more we have been living in the midst of another revolution, bloodless but none the less far reaching in its social and economic implications. In addition we are living today in a period of titanic world conflict—unfortunately far from bloodless. Whatever the outcome, the life of the youth of the next 20 years is sure to be affected profoundly by this world struggle.

These, too, are times that try men's souls—and women's too—the souls particularly of thousands of young men and young women of junior college age who find no harmonious and sure and satisfying place for themselves in the world of politics and commerce and industry and war and home—the souls, too, of educational leaders charged with the responsibility of attempting to adjust modern educational offerings to the paradoxical demands of decreasing resources and of increasing demands for educational service.

This volume is an effort to provide a variety of material for the thoughtful consideration of those who are concerned with the vital problems of so-called terminal education at the junior college level—problems which have evolved as a result of the changed and changing economic and social conditions of the present century, problems which are some of those that try men's souls today. The solution of these problems, if found at all, will be found in the future not in the past. Intelligent attention to these problems, however, requires that we be familiar with some of the factors which have brought about the present conditions, lack of adjustment, and in too many cases, actual maladjustment. The horse and buggy dirt highway and sluggish travel of the earlier years of the twentieth century have given way to the automobile, paved highway, and speed of transportation today which promise in turn in the remaining years of the century to be replaced by the airplane, freedom from highways, and the super-speed of travel tomorrow.

Without question the inevitable interplay of these shifting but powerful economic and social forces will throw increasing thousands

of young people into our junior colleges or into some equivalent institution designed to meet the needs of young people of junior college age. Some of these important factors operating to bring about this result are presented verbally and in statistical and in graphical form in Chapters II and III of the present monograph. Chapter II considers a group of economic and social factors. Chapter III is devoted to factors more definitely educational in nature.

In a democracy it is important to consider not only facts but opinions and judgments. Progress in education ultimately is determined by the supporting constituency. Accordingly, one important phase of the present study involved a collection of the judgments of a group of almost two thousand educational leaders and business and professional men. Their opinions were asked concerning a number of problems closely related to the theory and practice of junior college education both of the academic or preparatory type and of the semiprofessional or terminal type. The judgments of these men and women are summarized in tabular and in graphic form in Chapter IV. For the details of this extensive questionnaire investigation and for summarization of the results, Frances N. Eells is chiefly responsible. Brief quotations from opinions expressed by several hundred of these leaders, supplementing the more severely statistical summaries of Chapter IV, are given in Chapters V and VI.

One of the important questions asked of these judges concerned the relative importance of the preparatory and the terminal functions of the junior college. The former function was explained as designed primarily to duplicate the work of the first two years of the standard university and to prepare for further formal advanced work in the university; the latter as designed primarily to give young people who complete their formal education in the junior college preparation for an occupation and also preparation for personal and social citizenship. Although a strong majority felt that the terminal function was the more important, a substantial minority defended the preparatory function. As a matter of fact, it is not or should not be a question of *either—or* but of *both—and*. While the preparatory function by no means should be neglected, it will and probably should apply only to the minority of students enrolled or eligible for enrollment in junior colleges—a very important minority but still only a minority.

This volume is devoted entirely to the needs of the vast and increasing majority of young people who probably will complete their

formal education in the junior college. This is done deliberately because the needs of this group have not been emphasized sufficiently in the past. Neither function, however, should be neglected in the well-balanced junior college. The responsibility of the administrator and faculty of a modern junior college calls for the wisdom of an educational Ulysses who can pilot safely the academic craft between the treacherous rocks of the Scylla of exclusive emphasis upon the preparatory function and the Charybdis of the loss of high academic standards in the effort to popularize terminal education for the masses.

Even when the importance of the terminal function is recognized in principle there is still wide variance in theory and in practice regarding the way adjustments should be made to the needs of youth. Many educational leaders feel that the junior college should give thousands of young people terminal curricula which are primarily of a general cultural nature designed especially to give a broad training for social citizenship in American civilization—the classic New England concept of a cultural education modernized and streamlined to fit present conditions.

Others feel equally emphatically that terminal courses of another type should receive the chief emphasis—courses designed to fit thousands of young men and young women better to take their part in the commercial and industrial life of their communities.

Still others feel that a judicious mixture of these two viewpoints is better than exclusive emphasis on either. Some have argued, including many men quoted in this volume, that it is more important to know how to live than how to make a living. Others have argued that it is better first to learn to make a living. The truth probably is that neither group is entirely right—that neither point of view is sufficient without the other. It is necessary to know how to live *and also* how to make a living. The two are complementary. Again it is not a question of *either—or* but a matter of *both—and*.

Several chapters and many quotations throughout this volume present facts and judgments bearing on this question. Highly significant is the experience of the California Junior College Survey which has been carried on at the same time as the present national study and in cooperation with it. When the plans for the California survey were made, they provided for three major divisions with a committee in charge of each—personnel procedures, terminal general education, and terminal vocational education. The study had not progressed far, however, before those in charge of the latter two

divisions realized that their fields could not be studied independently but that they had numerous and inextricable interrelationships. The problems basic to the work of these committees were found to be identical in many instances and very similar in others. Accordingly the two committees were combined in one, with the two separately appointed chairmen acting as co-chairmen of the joint committee.

Chapter VII contains the important statement of educational philosophy or fundamental principles for junior college curriculum development to meet the needs of modern youth as formulated by this committee under the leadership of their co-chairmen and modified and approved by the cooperating institutions. Because the fundamental philosophy there set forth is just as applicable to the rest of the nation as to the single state in which it was developed, the statement is included in this monograph which is designed primarily for nationwide use.

Without question one of the most important pioneer contributions to the theory and practice of terminal education has been made by that Nestor of California junior college educators, William H. Snyder, founder and for five years director of Los Angeles Junior College. Under the dynamic personality and constructive leadership of Dr. Snyder, a new type of junior college service was developed and popularized. He realized the need for both cultural and vocational education in a well-balanced program of semiprofessional education. With rare vision and skill he succeeded in injecting into the working educational vocabulary of the junior college two new words to symbolize the ideals of well-balanced education which he worked so courageously and so successfully to establish in his five years of pioneer service at Los Angeles—the words *vision* and *skill*. Or if these words are not new terms, Dr. Snyder gave them a distinctly new significance in the educational cosmos.

This major educational prophet retired from active service six years ago. In Chapter VIII, he summarizes the philosophy of a rich and varied life, his experience at Los Angeles Junior College, and six years of subsequent mature contemplation and scholarship. This chapter is entitled "Philosophy of Semiprofessional Education." Unfortunately rapidly failing eyesight has made it impossible for Dr. Snyder to write this chapter himself. He has had the capable assistance of his daughter, Louise, who carries on the family name as a member of the staff of the junior college in Los Angeles which her father founded. Special appreciation is due both father and

daughter in the face of such handicaps for preparing this chapter for the information and inspiration of junior college educators throughout the country. It describes and justifies new adventures in "human engineering" at the junior college level.

Edward F. Mason, who was granted leave of absence last year from his position as a member of the faculty in journalism at the State University of Iowa to act as Director of Publication for the Terminal Study, contributes a chapter "New Aims for Junior Colleges" in which he tellingly emphasizes the theme that the educational destination need not and should not be the same for all, that some prefer and are better fitted for stopping at the Grand Canyon rather than continuing to an academic San Francisco or to the Orient. This chapter first appeared in substantially the present form in the *Educational Record*. Appreciation is due the editors for permission to reprint it here.

The next chapter, looking distinctly toward the future, is the outstanding address which was given by Dr. George F. Zook, president of the American Council on Education, at the twentieth anniversary meeting of the American Association of Junior Colleges. One of his major conclusions "the traditional college will take care of a small proportion of the youth population . . . but the bulk of the problem lies squarely in the junior college field" may well be taken as the keynote of the next decade and as a challenge to the junior college of the future.

The final chapter presents a group of significant quotations from educational leaders of the past 20 years. These quotations have been selected from a variety of sources, many of them not now easily accessible. It should be a matter of convenience to junior college leaders to have these statements available for reference or for quotation.

The most important contribution of this monograph and of the two others which have preceded it, as well as of the entire study of junior college terminal education of which they are a part, is not the information which they furnish, but the stimulus which they may give to hundreds of junior college administrators and faculty members to study their own problems and to devise terminal curricula suited to the needs of their own constituencies.

Boethius, the ancient Roman scholar and philosopher, once said: "Whoso seeks the truth shall find in nowise peace of heart." In these times that try men's souls it is hoped that these monographs will

develop "in nowise peace of heart" but rather constructive discontent with conditions as they are.

Fundamental to any intelligent program of improvement, however, is formulation of a working philosophy of junior college education on the part of the faculty of each institution. It is hoped that this monograph may furnish material which will be helpful in that process. As a specific instrument to aid in the formulation of such a philosophy, a special pamphlet has been devised and distributed to faculty members in a large group of cooperating junior colleges. A copy of this 20-page pamphlet entitled *Why Junior College Education? Forty Points of View* is included in the appendix.

There remains the pleasant task of acknowledging indebtedness to those who assisted so efficiently in the technical features connected with the preparation and publication of this monograph. Mrs. Dorothy Packard constructed the charts and diagrams which give greater vividness and clarity to many of the facts presented. Marion Anello, editorial assistant, has had the detailed task of preparing the manuscript for the printer and of proof reading. She has been assisted by Eleanor Ackland and Priscilla Winslow. Special appreciation is also due Irwin Wensink, Washington representative of the George Banta Publishing Company, whose knowledge of typography and advice on many technical features in this as well as in the two earlier monographs have been invaluable.

An outline of the volume was submitted to the Commission on Junior College Terminal Education and approved by it but the Commission did not go over the full manuscript in advance of publication. For the final form and content, therefore, the undersigned must accept full responsibility except as indicated above.

WALTER CROSBY EELLS

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# Chapter I

## BASIC CONSIDERATIONS

**T**HIS CHAPTER is concerned with certain fundamental principles and basic definitions and a brief discussion of their implications for junior college terminal education. Special emphasis is placed upon the dual nature of terminal education.

### Fundamental Principles<sup>1</sup>

1. The junior college, although consisting of a variety of sizes and types, is essentially a community institution and, therefore, has a special obligation to meet fully the needs of its own constituency.

2. The junior college marks the completion of formal education for a large and increasing proportion of young people, and, therefore, it should offer curricula designed to develop economic, social, civic, and personal competence.

3. The American Association of Junior Colleges recognizes its responsibility to aid junior colleges to formulate suggested curricula which more adequately will meet the educational needs of youth who will complete their formal education in the junior college.

4. The American Association of Junior Colleges feels the need for studying certain aspects of the field of terminal education, and for coordinating the findings of other extensive studies recently made or now in progress as far as they bear upon the problems of completion or terminal education in the junior college.

5. Terminal education, at the junior college level, includes so-called "general" education, designed to prepare students for social citizenship and for individual happiness, and semiprofessional and perhaps other types of vocational education, designed to prepare students for economic independence.

6. Junior college curricula can be organized satisfactorily and judged fairly only in terms of each institution's own philosophy of education, its individually expressed purposes and objectives, the nature of the students with whom it has to deal, the needs of the community which it serves, and the nature of the American de-

<sup>1</sup> This statement of six fundamental principles has been approved by the Commission on Junior College Terminal Education.

mocracy of which it is a part. In a democracy the fundamental doctrine of individual differences is as valid for junior colleges as for individuals. Junior colleges do and should differ from each other markedly. All junior colleges, however, although they may differ in type, in location, in philosophy, in curricula, and in other respects, have this element in common—they are institutions for transmitting our American heritage and our American democratic ideals.

### Basic Definitions

The following definitions of terms related to the junior college field in general and particularly to the terminal educational aspects of it have been prepared for the forthcoming *Dictionary of Education*.<sup>2</sup>

*Junior college movement*: a term used to refer to the growth, development, and status of the junior college in all its branches, especially during the twentieth century.

*Junior college*: (1) an educational institution requiring for admission as a regular student four years of standard high school education or its equivalent; offering two years of work in standard college courses or their equivalent; or two years of work in courses terminal in character of collegiate grade and quality; or both such standard and terminal courses; and not conferring the baccalaureate degree; (2) an educational institution requiring for admission as a regular student completion of the tenth grade of a standard high school, or its equivalent; offering four years of work, of which the first two are on the senior high school level, while the last two are similar to those given in two-year junior colleges, as just defined; (3) an educational institution offering three years of work, consisting either of the senior year of high school plus two years of work at college level, or of three years of work at college level. The term was first used by President William Rainey Harper at the University of Chicago in 1896 who gave the following definition: "I use the name 'junior college' for lack of a better term, to cover the work of the freshman and sophomore years." The two commonly recognized basic divisions are publicly controlled and privately controlled junior colleges, often spoken of more briefly as public junior colleges and private junior colleges.

<sup>2</sup> Carter V. Good, editor. To be published under the auspices of Phi Delta Kappa, Homewood, Illinois. The definitions quoted here were prepared by the writer of this chapter and approved by the members of the Executive Committee of the American Association of Junior Colleges.

*Public junior college:* a junior college in which the control is vested in a board of control (variously known as a board of regents, board of trustees, board of education, school board, etc.) elected by the voting public, or appointed by the governor or other public official. Usually includes the state type of junior college.

*Private junior college:* a junior college in which the control is vested in a board of control or a single individual or individuals not selected by public vote or appointed by public officials. Sometimes the board of control, commonly called board of trustees, is self-perpetuating in whole or in part; frequently it is elected by the church organization under whose auspices the institution exists; sometimes the board is chosen in other ways. Sometimes the privately controlled institution is purely a private venture, on a commercial basis, the entire control being in the hands of the founder or proprietor, but the tendency is away from this type.

*Four-year junior college:* a junior college which in addition to the freshman and sophomore years includes the last two high school or preparatory school years, organized and operated as a single unit; in public school systems usually a part of a so-called "six-four-four" system.

*Two-year junior college:* a junior college consisting of the freshman and sophomore college years only; the prevailing type, including more than 90 per cent of the junior colleges of the country.

*General college:* name used in some universities for the separately organized freshman and sophomore years, organized either as a distinct unit for a special group of freshmen and sophomores, as at the University of Minnesota; or as a distinct unit for all freshmen and sophomores, as at the University of Florida.

*Lower division:* name used in some universities for the separately organized freshman and sophomore years organized as a distinct unit for all freshmen and sophomores, as at Stanford University.

*Functions, junior college:* the distinctive aims or purposes of junior colleges. The four most widely recognized functions of the junior college were designated and criteria for their existence determined by Thomas, in his doctoral dissertation at Stanford University in 1926, as follows: popularizing, preparatory, terminal, and guidance.

*Popularizing function:* the function of extending education of a general nature to secondary school graduates who, for geographical or economic reasons, could not otherwise secure it; and of giving similar benefits to mature residents of the community.

*Communal function*: same as *popularizing function*, but emphasizing especially service to the community.

*Preparatory function*: the function of giving two years of college work, equivalent to that offered in the freshman and sophomore years of standard universities, which will prepare students adequately for upper division specialization in the university.

*Transfer function*: equivalent to *preparatory function*, but preferred by some, especially in the Eastern states, because of the confusion of the term *preparatory* with the preparatory schools primarily engaged in preparing students for entrance as freshmen to four-year colleges and universities.

*Isthmian function*: equivalent to *preparatory function*, but less frequently used. Implies that the work of the junior college is primarily a connecting link rather than important in itself.

*Terminal function*: the function of giving specific preparation along vocational lines for occupations on the semiprofessional and other levels which will qualify students who finish them for immediate places in specific life occupations; and of giving general education for citizenship and for life to other students who cannot continue their formal education beyond the junior college.

*Guidance function*: the function of taking scientific interest in the individual traits and abilities and in the personal welfare of the student, of training him to think, of helping him to organize his studies effectively, of making his college and life experiences profitable to him to an optimum degree, and of assisting him to fit into his place after leaving the junior college, whether in a higher educational institution, in a life occupation, or in a way of life.

*Terminal education*: education for the terminal function of the junior college, as defined above. The completion of formal full-time education in the junior college. Other less used synonymous terms, *completion education*, *culminal education*.

*Social intelligence, curriculum for*: a junior college curriculum designed to give the student about to complete his general education a unitary conception of our developing civilization. It aims primarily to train for social citizenship in American civilization. The courses composing it will tend to organize knowledge and intelligence for effective social behavior rather than for the intense and detailed mastery required for professional or avocational scholarship. They will be comprehensive rather than intensive, presenting major bodies of important facts in their relations to each other rather than resolving them into their precise details through minute analysis.

*Semiprofession*: an occupation ordinarily requiring as preparation a course of training approximately two years in length, with a high

school education or its equivalent as a prerequisite. Middle level occupation. Intermediate between trade and a profession.

In considering definitions of commonly used terms a word should be said regarding the frequent confusion of the terms *curriculum* and *course* or *course of study*. Strictly speaking a curriculum is made up of a series of different courses of study. The typical course, English literature, trigonometry, office machines, or clothing usually is given from three to five times a week for a term or semester. The curriculum of a particular student in the junior college may consist of a dozen or more such courses. The distinction just made, however, often is not found in the literature. Hundreds of references will be found to terminal *courses* in business education, in medical secretaryship, in agriculture, in aviation, and so on when *curricula* in these fields actually are meant. This unfortunate inaccuracy in the use of language at times has led to confusion and misunderstanding. A consideration of the context is necessary in many cases to determine the intended meaning.

### Junior College Functions

As indicated in the above quoted definitions, the four most commonly recognized functions of the junior college were designated by Thomas in 1926, as preparatory, popularizing, terminal, and guidance. These functions, however, are not on the same level nor are they of equal importance.

One conception of the relationship and relative significance of these four functions is shown in graphic form in Figure 1. According to this conception the guidance function is the most important as well as the basic function, underlying the effective development and operation of the other three. The terminal and preparatory functions are shown on the same level but the former is given much greater importance because the proportion of junior college students who complete their formal education in the junior college is much greater than the number who continue their education in some higher educational institution. If the terminal and preparatory functions are both operating properly and in appropriate relationships to each other, and made fully effective through an adequate and vital organization for guidance in all of its aspects, the result will be the popularization of the junior college in democratizing education of a variety of types for the entire community which it serves—meeting the needs not only of youth of typical junior college age but the needs of adults as well.

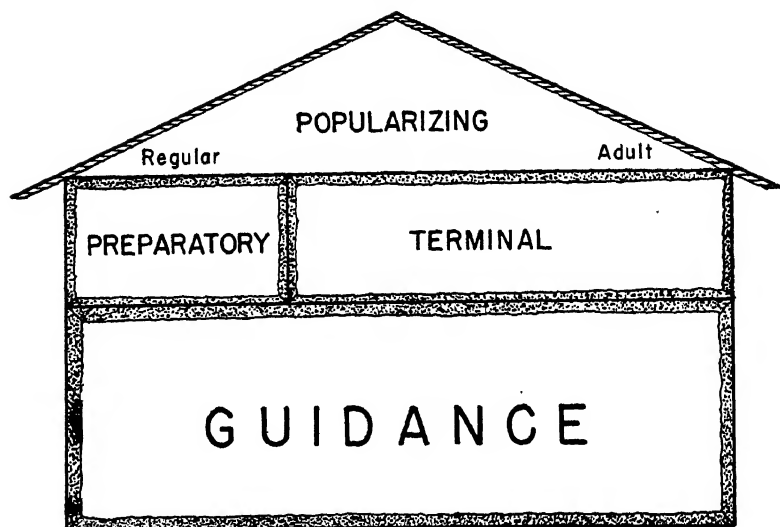


Figure 1. PRINCIPAL FUNCTIONS OF THE JUNIOR COLLEGE

### Vocational or Semiprofessional?

The relative merits of the terms "vocational" and "semiprofessional" as applied to junior college education deserve further consideration. "Vocational" is very broad in its connotations. It includes training for a job at any level or of any type—professional, semiprofessional, technical institute, trade school, vocational high school, apprenticeship, rehabilitation, CCC camps, NYA projects, and so on. "Vocational education in the junior college, however," said the Committee on Vocational Education of the American Association of Junior Colleges in 1939, "is best described by the word 'semiprofessional' to distinguish it from professional or strictly trade training." This committee continues its discussion as follows:<sup>3</sup>

The term "semiprofessional" has distinct junior college implications. Writers on the junior college movement have defined the professions as fields requiring at least a four-year college or university course and

<sup>3</sup> "Report of Committee on Vocational Education in the Junior College," Rosco C. Ingalls, chairman, *Junior College Journal* (May 1939), 9:450-51. The portion of the report here quoted was taken from an earlier editorial by W. C. Eells in the *Junior College Journal* for November 1938.

the trades and clerical occupations as fields in order to enter which a high school training or its equivalent is sufficient. They then have defined a middle level group of occupations for which the consensus of opinion seems to be that approximately two years of education beyond the high school are necessary and sufficient. To these the appropriate, if somewhat awkward term, "semiprofessions" has been assigned. This term is thus unique to what commonly is accepted as the junior college field. It distinguishes clearly between the full professional level and the trade school level—between the lawyer, doctor, engineer, and minister on the one hand and the butcher, the baker, and the mechanic on the other. "Semiprofessional" already has come to have a more or less definite connotation with reference to courses at the junior college level. It is important to use terms that have such specific meanings and to make them further definite and meaningful rather than to use such vague and general and possibly misunderstood terms as "vocational" when referring to a specific section of the general education field.

The term has another distinct advantage, however, because it suggests or ought to suggest more than mere occupational training. True professional training implies more than mere training for a job, important as that is. It implies a certain amount of general cultural education to make a man a fit member of his own professional group and of the society of which it is a part. A professional man must be more than a technician else he has no right to the designation "professional." "Semiprofessional" does and should have the same connotation on a less extensive scale. The difference should be in amount, not in quality or type. Real semiprofessional training must be more than mere vocational training.

There is a danger that some junior colleges, in their enthusiasm for appropriate terminal courses for students, in a curriculum which is limited to only two short years, will tend to fill the student's time largely if not entirely with vocational, or technical, or skill courses. An examination of the catalogs of numerous junior colleges shows that this is not only a danger but a reality in many institutions. In some cases almost the entire two-year curriculum consists of courses which are required for the particular semiprofessional field and are directly related to it. No time is left for the selection of courses of a general character.

Some junior colleges steadfastly have held both ideals before them and in planning the content of semiprofessional curricula have endeavored definitely to place approximately equal emphasis on courses designed to develop technical skill and proficiency and on courses designed to provide culture, vision, appreciation, and better citizenship. They have insisted that prospective businessmen, hotel managers, medical secretaries, floriculturists, nurses, recreational leaders, aviators, foresters, orchardists, optometrists, photographers, and surveyors should not only have technical courses in their special fields, but also should have courses in literature, history, economics, science, and philosophy planned to make them better members of society as well as skilled technicians.

When such a two-fold emphasis is found in the junior college the term "semiprofessional" is not only appropriate but desirable. It suggests the strictly junior college field, but it suggests more. It suggests a proper emphasis upon the elements of culture and general education which should characterize the professional man or woman in the twentieth century.

In the past the graduate of the semiprofessional course in a junior college has found the door of further education closed to him in case he changed his mind at graduation and decided that he wanted to enter a university for further work. In the past two or three years, however, a considerable number of universities have opened their doors to graduates of semiprofessional courses, provided the work done in these courses was of a sufficiently high grade. They are recognizing that the character of the student and the quality of his work are much more important than the particular pattern of that work. Undoubtedly an increasing number of institutions of higher education will adopt and extend this practice. Thus the semiprofessional student will be given an opportunity, if he so desires, to extend his preparation to full professional status. This is a still further reason why it seems desirable that the term "semiprofessional" should occur with increasing frequency in the vocabulary and literature of the modern junior college.

### Dual Nature of Terminal Education

Many people erroneously think of terminal education in the junior college as concerned only with vocational education. The dual nature of terminal education, suggested above, is illustrated further in Figure 2. This conception indicates that the well-planned stream of terminal education in the junior college has two distinct branches—a general educational branch designed to develop cultural aspects, civic training, and what has been termed social intelligence; and a semiprofessional aspect, designed to develop occupational, vocational, and technical skills and competence.<sup>4</sup> Each is important and each is incomplete without the other.

Figure 2, however, is deceptively simple. These two branches of the educational stream are not entirely separate and distinct, but they have numerous interrelationships and overlappings. Possibly the figure should show numerous smaller and devious channels connecting the two main branches illustrated. Work in English composition may be cultural and civic in nature for the mechanic but distinctly vocational for the secretary. A knowledge of typing is vitally vocational for

<sup>4</sup> For further consideration of these two aspects in which the words "vision" and "skill" are used to distinguish the two branches, as originally used by Dr. William H. Snyder at Los Angeles Junior College, see Chapter VIII.



the secretary but may be convenient and desirable for the mechanic in his nonvocational pursuits. Shop work is occupational for the aviator but may be desirably avocational for the photographer.

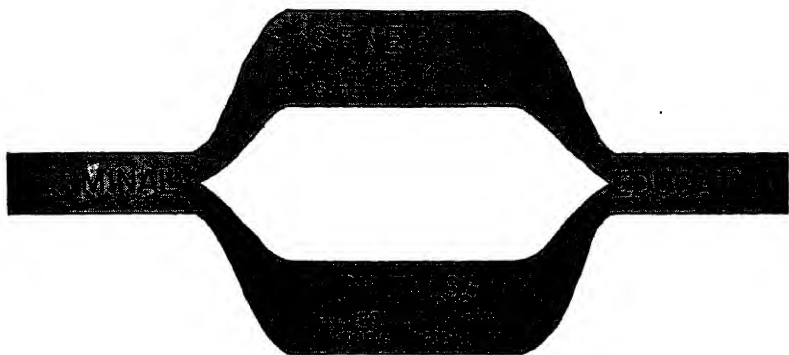


Figure 2. DUAL NATURE OF TERMINAL EDUCATION

Nevertheless the main lines of distinction between the two branches of the stream are clear. The lower branch is designed primarily to enable a young man or young woman to earn a better living than would have been possible if he or she had not attended a junior college; the upper branch is designed primarily to enable the same young man or young woman to live a better life than would have been possible if he or she had not attended a junior college. One emphasizes skill, the other emphasizes vision. One stresses occupational competence, the other fullness and richness of life. Both are desirable and necessary in a well-rounded education for the young man or the young woman who will terminate formal education in the junior college.<sup>5</sup>

### Relative Emphasis on the Two Elements

A very practical question in curriculum planning and particularly in guidance concerns the relative amounts of the two elements, general

<sup>5</sup> Compare also the characterization of a terminal curriculum given by a former president of the American Association of Junior Colleges, as one which "makes the individual who successfully completes it socially more efficient, more intelligent as a citizen, and occupationally competent in a skilled or semiprofessional occupation."—Nicholas Ricciardi, in *Proceedings of the Eighth Annual Meeting of the American Association of Junior Colleges*, Chicago, 1928, p. 52.

and semiprofessional, which should be found in the course of study taken by any particular student. One plan which has been advocated rather widely is illustrated in Figure 3. According to this conception

### COMPOSITION OF TERMINAL CURRICULA

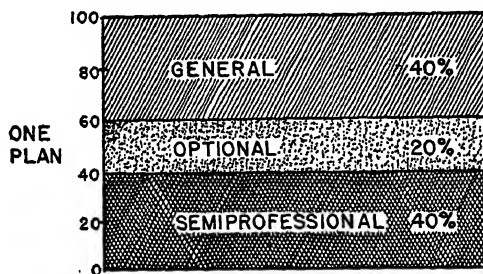


Figure 3. COMPOSITION OF TERMINAL CURRICULA—ONE PLAN

any individual student is expected to take at least 40 per cent of his work in the general or cultural field and 40 per cent in the semiprofessional or occupational field, leaving 20 per cent of flexibility in his program—to be adjusted according to his individual desires, needs,

### COMPOSITION OF TERMINAL CURRICULA

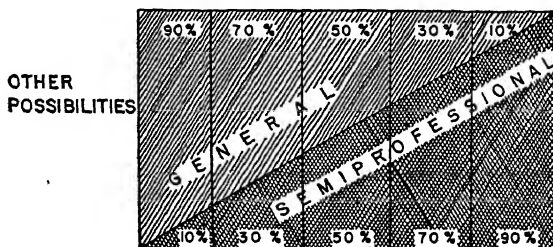


Figure 4. COMPOSITION OF TERMINAL CURRICULA—OTHER POSSIBILITIES

tastes, and previous preparation. This plan operates very successfully in one of the largest junior colleges in the country and has been incorporated in the formal standards for accreditation in one of the states.<sup>6</sup>

<sup>6</sup> Los Angeles City College, and the state of Maryland. For statement of the Maryland standards see the second monograph in this series, *Present Status of Junior College Terminal Education*, Chapter IV. Note the following statement by Roscoe C. Ingalls, director

The 40-20-40 per cent plan, of course, is only one of many variations that are possible. Other possibilities are illustrated in Figure 4, varying all the way from almost all general education with little or no semiprofessional elements to almost all semiprofessional with little or none of the general type. The extent to which actual practice coincides at present with the various possibilities has been shown in another monograph of this series.<sup>7</sup> The question of the optimum distribution of cultural and occupational elements in a well-balanced curriculum is one that has not been answered finally. Perhaps there is no single answer. Perhaps the proportions of the two elements should vary with different curricula, different students, and different conditions. The principle should be accepted, however, that substantial portions of both elements should be present in the curriculum of each student who is planning to terminate his formal education in the junior college. Extensive additional experimentation is desirable not only in terms of quantity of the different elements but also in terms of the nature, quality, and methods of instruction in these elements.

### Determination of Semiprofessions

Semiprofessions have been defined earlier as middle level occupations between the trade level and professional level for which two years of college education are necessary and sufficient. What are the actual occupations which fit into this general definition? At least three methods have been used in the past to compile lists of semiprofessional occupations:

1. Judgments of experts
2. Study of existing two-year curricula
3. Analysis of occupations and occupational needs

Using the first of these methods, Koos, in 1922, submitted lists of 209 occupations in the fields of commerce, engineering, and agriculture to groups of competent judges in these three fields. More than

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of the Los Angeles institution: "A curriculum of the semiprofessional pattern will provide a balanced distribution of courses in 'general education' and in courses offering specific occupational training. A suggested balanced distribution is indicated by the formula 2-2-1, i.e., two courses of general education required with two courses in specific occupations training required, plus one course of either type elected by the student according to his interest and needs. This formula for guiding choices should prevail in each semester of the four comprising the two-year curriculum."

<sup>7</sup>W. C. Eells and others, *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941, p. 94.

half of his judges agreed in naming 69 of these occupations as professional.<sup>8</sup>

Bennett, in 1925, using a combination of the first and second methods, developed a list of 106 occupations from which he ultimately selected 28 in the professional, commercial, agricultural, and industrial fields as semiprofessional.<sup>9</sup>

Patty, in 1927, using the third method, suggested 133 occupations as possible of junior college grade.<sup>10</sup> In the past decade, no systematic determination of semiprofessions to fit modern conditions has been made. It is one of the problems that has been suggested as suitable for the present study.

Undoubtedly occupational levels are changing with a general tendency toward their upgrading. Thus in one of the pioneer classifications of "middle level" or semiprofessional occupations, made by Leonard in 1925,<sup>11</sup> pharmacy and optometry were included. Today, however, four years of work beyond the high school are recognized as essential for the education of the pharmacist. Optometry is rapidly approaching the same standard. On the other hand many fields for which high school training was considered sufficient a decade or more ago are now being pushed up into the junior college field. It commonly is recognized, too, that the field of teaching should be on a professional level, but at the present time for thousands of elementary and even high school teachers it is still on the semiprofessional or even lower level in terms of certification requirements. (See Chapter III). Thus the whole field of semiprofessions, if defined in terms of necessary and desirable number of years of college preparation, is in a constant state of flux.

The United States Census in its general occupational classification into nine classes recognizes the group "semiprofessions" as a part of the larger professional group, but the subgroups included are not particularly impressive nor helpful from the junior college point of view.<sup>12</sup>

<sup>8</sup> L. V. Koos, *The Junior College*, University of Minnesota Press, Minneapolis, Minnesota, 1924, pp. 152-63.

<sup>9</sup> G. V. Bennett, *Vocational Education of Junior College Grade*, Warwick and York, Baltimore, 1928, p. 35.

<sup>10</sup> I. Owen Foster, chairman, "Some Phases of the Junior College Movement," *Bulletin of the School of Education of Indiana University*, September 1927, pp. 120-22.

<sup>11</sup> R. J. Leonard, "The Contributions of a Study of Occupational Levels to Junior College Policy," *Proceedings of the Fifth Annual Meeting of The American Association of Junior Colleges*, Cincinnati, Ohio, February 1925, pp. 94-101.

<sup>12</sup> Census classification of semiprofessions: athletics and sports instructors and officials, aviators, chiropractors, dancers, dancing teachers and chorus girls, designers, draftsmen, funeral directors and embalmers, healers and medical service workers not elsewhere

Actual lists of curricula offered in junior colleges in preparation for occupational life constitute, perhaps, one of the best working lists of semiprofessions at the present time. Such lists are found in an earlier monograph in this series.<sup>13</sup>

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classified, optometrists, photographers, radio and wireless operators, religious workers, showmen, surveyors, technicians and laboratory assistants, semiprofessional workers not elsewhere classified. Many other occupations which the junior college is accustomed to consider as semiprofessional are found in the census groups of professional workers, proprietors and managers, clerical workers, craftsmen and foremen, etc.

<sup>13</sup> W. C. Eells, and others, *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941, Chapters V, VI, and Appendix.

## Chapter II

# CHANGING SOCIAL AND ECONOMIC FACTORS

**M**ARKED ECONOMIC, political, and social changes have occurred in recent years in the life and habits of the people of the nation. These changes are still in progress. Many of them are very important factors, directly or indirectly, in an adequate consideration of terminal education in the junior college. This chapter is devoted to a presentation and discussion of some of the pertinent facts regarding 11 of these factors:

1. The western frontier
2. Child labor
3. Age of permanent employment
4. Other employment factors
5. Training for citizenship and home life
6. Length of life span
7. Arrests for crime
8. Mobility of population
9. Financial factors
10. Relation to other agencies
11. National defense

### 1. The Western Frontier

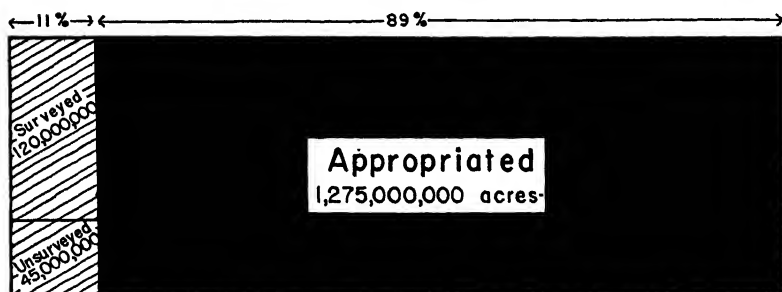
Horace Greeley's famous advice, "Go West, young man, and grow up with the country" has lost most of the significance which it possessed in the nineteenth century. The western frontier with its vigorous challenge to the pioneer spirit of American youth has vanished never to return. In the days of Greeley, and for many years afterward, it was easy for young people, upon the completion of their formal education, in many cases prior to high school graduation, to go West, take up homesteads on the unoccupied public lands or purchase farm land at a nominal price, and establish homes of their own. Today this is virtually impossible.

The changed conditions are illustrated well by the story of the disposition of the public lands of the nation as shown in Figure 5. As this figure indicates, almost 90 per cent of the immense public domain of almost a billion and a half acres (Alaska not included)

has been appropriated and is no longer available for the establishment of pioneer homes by young people. This area has been disposed of in many ways, but chiefly by direct sale at small cost, by homesteading, or as grants to assist in the building of the western railroads—the railroads in turn making their lands available to settlers at nominal prices. A considerable amount, too, running as high as one-ninth of the entire area in the states most recently admitted to the Union, has

## PUBLIC LANDS

1,440,000,000 acres  
(Alaska excepted)



Half of unappropriated  
land in:  
Nevada  
Wyoming  
New Mexico  
All withdrawn  
1935

**Disposition**  
Sale  
Veterans  
Homestead  
Railroads  
Public Education  
Universities & Colleges

Figure 5. DISPOSITION OF PUBLIC LANDS IN THE UNITED STATES

been set aside to provide funds for the support of the public school systems. A quarter of the remaining unappropriated public land is in rough mountain sections too difficult to be plotted even by hardy surveyors. Half of the unappropriated area is located in the three states of Nevada, Wyoming, and New Mexico and consists for the most part of desert wastes of sand and sagebrush which are useless for homes. Thus little of the remaining unappropriated tenth of the public domain is suitable for homes under present conditions—but even if it were, all remaining public lands were withdrawn from entry in 1935 pending reclassification.

The physical western frontier, with its opportunity for home build-

ing, thus has vanished. With it has vanished this great outlet for youthful energy and homemaking ambition. Today the West is as civilized as the East. The Buick has taken the place of the buffalo on the western plains. Market Street is no more a frontier thoroughfare than is State Street or Broadway. The problem of unemployment of youth is as great in California as in New York—if indeed not greater. California has more junior colleges than any other state and is trying to make use of them to solve in part the problems of youth for whom the opportunities for securing an economic footing and for making new homes have changed so completely during the past few decades.

Many frontiers are still with us with their challenge to the spirit of youth, but they are not the physical frontiers of the Old West. The real frontiers of today are in the new and expanding fields of industry; in the fields of medicine and public health; in the fields of widening communication and new methods of travel; in the undiscovered secrets of the laboratory; in the redesigning of our cities; in our expanding recreational activities; in our political life and organization; and in a thousand other social and technical areas. The successful attack on these frontiers requires in many cases a higher degree of education than that necessary for our grandparents when they accepted Greeley's advice and carved out homes for themselves and their children in the western wilderness. The successful attack on these new frontiers will require in many cases the education afforded by the modern junior college.

## 2. Child Labor

Changes in the amount and conditions of child labor during the present century are another factor which has tended to keep young people in school longer and, therefore, to make them potential junior college students. These changes have come about partly by enlightened public opinion, partly by changed economic conditions, partly by the enactment of restrictive legislation.

The actual change in child labor conditions is shown in Figure 6, based upon the United States census data for 1910, 1920, and 1930.<sup>1</sup> Unfortunately comparable data for 1940 are not yet available. Figure 6 shows that 30 years ago a quarter of all the boys from 10 to 15 years of age were "gainfully employed" according to the census definition of that term. By 1920 this proportion was cut in half; by 1930 it

<sup>1</sup> *Abstract of the Fifteenth Census of the United States*, Washington, D.C., 1933, pp. 368-69.



again was cut in half; if 1940 data were available doubtless it would be cut in half again—probably not over 2 or 3 per cent at the present time as compared with 25 per cent in 1910.

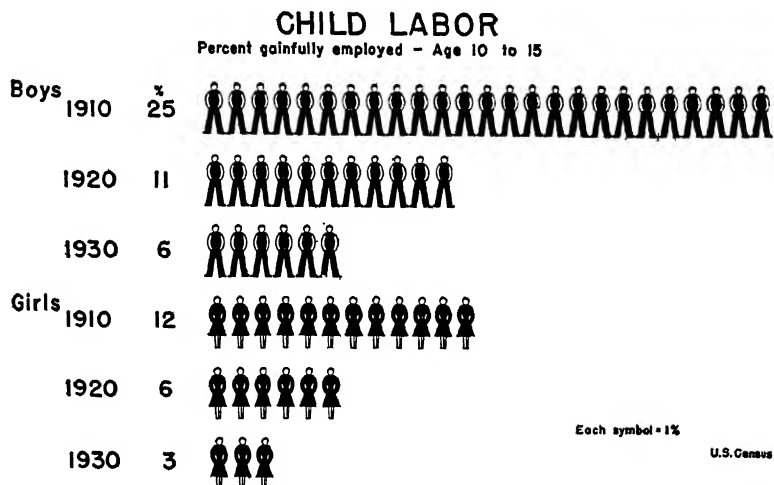


Figure 6. CHILD LABOR CONDITIONS IN THE UNITED STATES, 1910, 1920, AND 1930

For the girls the proportional change has followed the same pattern although the actual numbers involved have been smaller. There has been a reduction from 12 per cent of girls 10 to 15 years of age gainfully employed in 1910, to 6 per cent in 1920, to 3 per cent in 1930, and probably to 1 per cent or less in 1940.

Like the western frontier, the unhappy and unsocial prevalence of child labor which disgraced the country at the beginning of the century has all but vanished—it is to be hoped never to return.

### 3. Age of Permanent Employment

If young people today cannot take up homesteads and make homes for themselves as their grandparents could, they ought to get jobs, permanent jobs if possible, in the industrial and commercial life of the nation, as soon as they leave school. Even this desirable outlet for youthful ambition and energy, however, is by no means as easy as it was a few years ago.

*Judgments and opinions.* Early in the century it was easily possible for the high school graduate, even the elementary school graduate in

many cases, to secure a permanent job. Often these young people were not over 16 or 18 years of age. Economic and social conditions, however, have changed markedly in the past two or three decades. More and more our leading economists, educators, sociologists, and businessmen are saying that young men and young women will not be absorbed into our commercial and industrial life until they are 20 or 21 years of age. This means that they are not likely to secure permanent employment until they are old enough to have graduated from the junior college. Numerous such opinions and reasons for them are presented in Chapter XI.

A special collection of the judgments of almost 2,000 educators and laymen made especially for this study is reported in detail in Chapter IV. It may be noted here, however, that more than three-quarters of the educators, also more than three-quarters of the labor leaders and businessmen included in this study, gave an affirmative answer to the question, "Do you think that in your state or region young people increasingly will be unable to secure full-time employment before they are 20 or 21 years of age?"

Nor does this trend rest upon opinion or theory alone. Some statistical information can be presented to show unequivocally the marked change that has taken place in recent years in age of entrance to employment, although unfortunately strictly comparable data covering a long period are not as plentiful as might be desired. Several sets of pertinent data will be presented in later paragraphs of this section.

In general it is reasonable to suppose that junior college students and graduates are, on the whole, more reliable and efficient employees than are those of younger ages. This does not mean that skills cannot be acquired satisfactorily on the high school level, but it does mean that those who have had the benefit of a junior college training may be expected not only to have acquired salable skills but also to be better producers, better judges of situations which may develop, more mature in their approaches to problems that arise and, on the whole, better employees than younger students.

*Age of railway employees.* The situation is well illustrated by changed conditions in the railway industry over a nine-year period. Figure 7 shows the percentage of employees under 25 years of age in the 13 leading railroad systems of the country, employing in 1924, 275,000 individuals. At that time no less than 19 per cent of these employees were under 25 years of age. Railroading was a young

man's profession. Five years later, however, the percentage had dropped to 14 per cent; four years later it was less than 3 per cent.<sup>2</sup> Unfortunately no comparable later data for these 13 railroads are available. The figures presented in Figure 7, however, show how slight was the chance for a young man to go into the railway industry in 1933 compared with what it was less than a decade earlier.

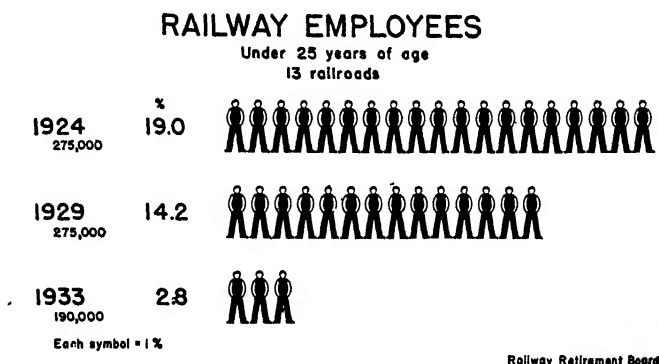


Figure 7. RAILWAY EMPLOYEES UNDER 25 YEARS OF AGE, 1924, 1929, AND 1933

For carrier employee registrants numbering almost 1,500,000 in July, 1937, the proportion under 20 years of age was only 1.9 per cent. For almost 2,000,000 employees under the Railroad Retirement Act in 1937, the proportion under 20 years of age was 2.4 per cent.<sup>3</sup> The opportunities for employment in this great field of transportation are evidently very slight today for the young man or young woman of less than junior college age.

*Industrial workers.* Evidence more recent in scope and covering a wider range of occupations is afforded by statistics collected by the leading life insurance companies with reference to industrial workers covered by group insurance policies. The proportion of these workers in a great variety of industries who were less than 21 years of age at three different periods are shown in Figure 8.<sup>4</sup> It will be noted that although the number of young people thus employed in 1937 was 50 per cent greater than 14 years earlier in 1923, they constituted less than half as great a proportion of the entire group of industrial

<sup>2</sup> *Annual Report of the Railroad Retirement Board, 1937*, Washington, D.C., p. 66.

<sup>3</sup> *Weekly Review*, Railroad Retirement Board, Washington, D.C., May 10, 1939, p. 5.

<sup>4</sup> *Workers Over Forty: A Survey*, National Association of Manufacturers, New York City, 1932, p. 64.

workers as was the case in 1923. The percentage dropped from 11 per cent to 5 per cent between these two dates.

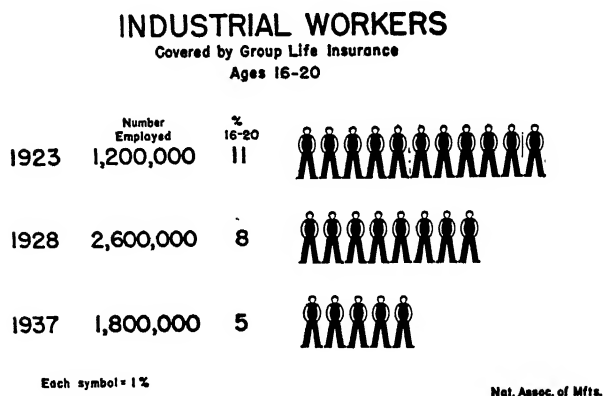


Figure 8. INDUSTRIAL WORKERS UNDER 21 YEARS OF AGE, 1923, 1928, AND 1937

*Workers in manufacturing industries.* A short-time change in average age of employment is shown by data collected by the National Association of Manufacturers from their own member companies in 1937 and 1938.<sup>5</sup> Percentage of employees under 20 years of age for the two years are summarized in Table I. Data are shown for total

TABLE I. PERCENTAGE OF EMPLOYEES IN MEMBER COMPANIES OF THE NATIONAL ASSOCIATION OF MANUFACTURERS UNDER 20 YEARS OF AGE, 1937 AND 1938

	1937	1938
Total employees		
All.....	3.8%	3.6%
Men.....	3.1	1.8
Women.....	9.7	6.0
Factory workers		
All.....	4.0	2.6
Men.....	3.1	1.7
Women.....	10.4	6.0
Clerical workers		
All.....	4.4	3.4
Men.....	2.8	2.4
Women.....	7.7	6.2

<sup>5</sup> *Workers Over Forty: A Survey*, pp. 47-51. For the 1937 data, replies were received from 1,938 member companies in 43 states employing 1,973,174 workers. For the 1938 data, replies were received from 270 member companies employing 395,649 workers.

employees and also for the two important groups, factory workers, comprising 59 per cent of the total, and clerical workers, comprising 9 per cent of the total, when these two groups were reported separately.

*Conditions in special localities.* In a survey of the 368 business firms in Chanute, Kansas, a town of 10,000 population in 1940, only 2.2 per cent of all commercial employees were reported as under 21 years of age in 1939. In 1932 a similar study in the same city showed no less than 21 per cent under this age.<sup>6</sup> Chanute has a junior college which is endeavoring to use such facts as these to adjust its offerings better to the needs of the young people in the community. It is reported that a survey in Los Angeles brought out the fact that the average age for permanent employment is 26.<sup>7</sup>

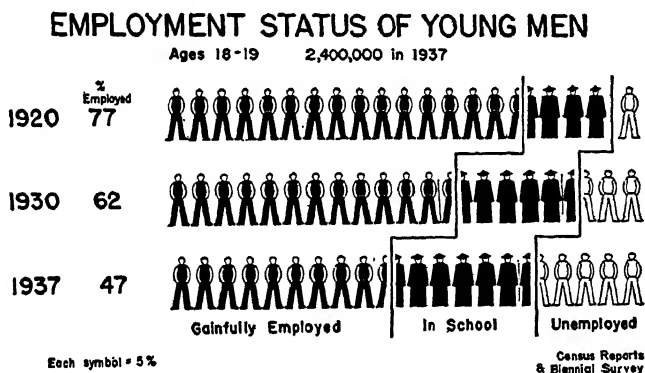


Figure 9. EMPLOYMENT STATUS OF YOUNG MEN OF JUNIOR COLLEGE AGE, 1937

*Employment status of young men of junior college age.* In order to secure data more directly applicable to the junior college situation than the information summarized in the preceding paragraphs, the staff of the study of terminal education undertook to summarize, from a variety of sources, the educational and employment status of young men of the typical junior college ages at three different dates separated by intervals of ten and of seven years. The results

<sup>6</sup> W. W. Bass, "Occupational Analysis as a Basis for Curricula," *Junior College Journal* (February 1941), 11:311-15.

<sup>7</sup> J. G. Sullivan, "Occupational Adjustment in the Junior College," *Proceedings of the Pacific Southwest Regional Conference of the National Vocational Guidance Association*, Pasadena, California, March 29-30, 1940, p. 16.

of this analysis are shown in Figure 9. On account of the fundamental importance of this figure, the data upon which it is based are given in greater detail in Table II.

TABLE II. EMPLOYMENT STATUS OF YOUNG MEN, 18 AND 19 YEARS OF AGE, IN 1920, 1930, AND 1937<sup>8</sup>

Year	Total	Gainfully employed	In school	Not gainfully occupied and not in school	
				Status unknown	Unemployed
Number					
1920....	1,845,000	1,420,000	319,000	82,000	24,000
1930....	2,264,000	1,406,000	589,000	75,000	194,000
1937....	2,400,000	1,118,000	720,000	—	562,000
Per cent					
1920....	100.0	77.0	17.3	4.4	1.3
1930....	100.0	62.1	26.0	3.3	8.6
1937....	100.0	46.6	30.0	—	23.4

Figure 9 shows at a glance the major trends with reference to the employment of young men of junior college age since 1920. In 1920 more than three-quarters of the young men 18 and 19 years of age were gainfully employed. Ten years later the proportion had dropped to less than two-thirds. Seven years later, in 1937, it had dropped to less than half. During the same intervals the number enrolled in some type of school increased—but only from 17 per cent to 30 per cent. There remained, therefore, in 1937 almost a quarter of the young men in these vital age groups who were out of work and out of school, as compared with only about 5 per cent thus classified in 1920. As shown in Figure 9, there are now 2,400,000 young men between 18 and 19 years of age; the unemployed quarter of these constitutes 600,000 idle young men. This striking increase in the

<sup>8</sup> Sources of information: *Total*: For 1920 and 1930, United States Bureau of Census reports. For 1937, based on Scripps Foundation for Research in Population Problems estimates of the number of males aged 15 to 19 for 1935 and 1940; *Gainfully employed*: For 1920 and 1930, United States Bureau of Census reports of the number gainfully occupied, minus the number of known unemployed. For 1937, derived by subtracting from the total the number in school and the number unemployed; *In school*: For 1920 and 1930, United States Bureau of Census reports. For 1937 estimated on basis of the trend in school attendance from 1930 to 1936 as reported in the *Biennial Survey, 1934-36*; *Unemployed*: For 1920, based on National Industrial Conference Board estimate of the percentage of unemployment of the labor force. For 1930, United States Bureau of Census reports. For 1937, *United States Census of Partial Employment, Unemployment, and Occupations: 1937, United States Summary*, United States Government Printing Office, 1938, p. 5. The number of the 15-19 year-old group who were 18-19 was estimated on the basis of United States Employment Service analyses of the proportion of each age group who are unemployed.

number and proportion of young men of junior college age unemployed and not in college is one of the immediate challenges to the junior college of the present and of the future.<sup>9</sup>

The total enrollment of young men in the junior colleges of the country today is not much over 100,000. The size of the problem facing the junior college and kindred institutions and agencies concerned with the welfare of youth at this age, therefore, is apparent. The complexity of the problem, although perhaps not so apparent, is very real. Social and economic pressure threatens to keep large numbers of young people out of employment until age 20 or 21. If they are not in college or in some equivalent institution of learning, they will be idle. The junior college certainly cannot solve this tremendous problem alone, but it has a very important obligation. Dr. Zook is right in his statement (see Chapter X) that the bulk of the problem lies squarely in the junior college field.

*Labor force of the future.* Are the trends exhibited in the preceding paragraphs likely to continue? This question, of course, cannot be answered without a knowledge of the way fundamental social and economic factors may continue and may operate in the future. On the fairly reasonable assumption, however, that many of these factors will continue to operate along present lines, the National Conference Industrial Board recently has made certain estimates regarding the age and distribution of the labor force<sup>10</sup> of the next 40 years which are worth summarizing here. Their estimates assume a continuation of the present rates of median fertility, median mortality, no net increase from immigration, and "no vital changes in the normal absorption of numbers of individuals by educational institutions from the economic system."<sup>11</sup> These estimates for the age group from 15 to 19 years are presented in Figure 10.

It is estimated that while the *total* labor force by 1980 will increase from 56,000,000 to 67,000,000 the *number of young people* in this total will decrease in absolute numbers from 5,200,000 to 4,200,000 and on a percentage basis still more strikingly. Whereas this age group comprised 10 per cent of the total labor force in 1920, it is expected that it will constitute only 6 per cent of the total labor force of 1980.

<sup>9</sup> See section 11, p. 39 for consideration of possible effects of the present abnormal defense situation on the figures and statements in this paragraph.

<sup>10</sup> The National Conference Industrial Board defines the term *labor force* as: "the number of persons 10 years of age and over who are defined as gainful workers by the Census."

<sup>11</sup> National Conference Industrial Board, *Enterprise and Social Progress*, New York, 1939, p. 34.

If these predictions are to be trusted it is evident that the challenge to the junior college will increase rather than decrease during the next four decades. Expansion of offerings and provision of suitable educational opportunities will be demanded increasingly of the junior college.

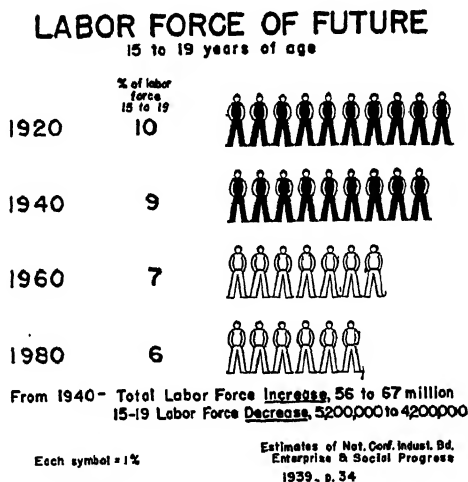


Figure 10. ESTIMATES OF THE LABOR FORCE OF THE FUTURE

*The situation with reference to women.* Most of the data in the preceding paragraphs have referred largely if not entirely to the employment of young men. To the extent that young women go into industrial and commercial employment the same situation holds also for them. Another phase of the matter, however, should be considered. The majority of young women, doubtless, will continue to marry and do their part in making the homes of the nation—thus ultimately removing themselves very largely from direct competition in the labor market. As it becomes increasingly true that young men do not and cannot secure full-time permanent positions in commerce and industry, the inevitable effect will be the postponement also of the age of marriage by two or three years, if not longer, than was the case when they could secure such employment immediately upon graduation from high school or earlier. If the young women, on the whole, will not be married until they are 20 or 21 or older instead of at the age of 18 or 19, they well can plan to spend two additional



years of education in the junior college. Here they can learn to become more cultured individuals, more intelligent voters and citizens, and more efficient homemakers, if suitable curricula are planned and organized in the junior colleges to meet the special needs of these potential homemakers.

#### 4. Other Employment Factors

*Classification of gainful workers.* Figure 11 shows an occupational classification of gainful workers in the United States according to

#### OCCUPATIONAL CLASSIFICATION OF GAINFUL WORKERS

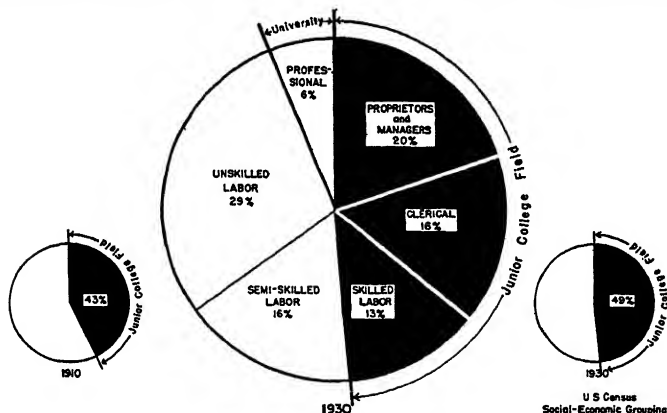


Figure 11. OCCUPATIONAL CLASSIFICATION OF GAINFUL WORKERS ACCORDING TO THE 1930 CENSUS

the census of 1930. It shows that only 6 per cent of the workers of the country are engaged in the professional fields (including the semi-professions as classified by the census bureau). It is quite clear, therefore, that the time has passed when every one who goes to the university can be educated for a professional life. Still less is it true for the thousands of junior college students, too many of whom have distinct professional ambitions.

Approximately half of the gainful workers of the country are in the three areas of proprietors and managers, clerical occupations, and skilled labor. For many, if not most, of those planning to enter these fields probably a well-planned junior college course would be desirable and sufficient. Of course there can be no such sharp line of

distinction as shown in Figure 11 between the university field and the junior college field. Many university graduates will become proprietors and managers and some others will go into clerical occupations. On the other hand many junior college graduates will go on into professional life.

By and large, however, it seems not unreasonable to suggest that the three areas indicated in black may be thought of as distinctively appropriate to the junior college field. These three areas comprise almost half (49 per cent) of the total number of gainfully employed in 1930. A comparison with the situation in 1910, as indicated by the smaller circle on the left, shows that this proportion in 20 years has increased from 43 per cent in the same three areas. When the 1940 data are available doubtless they will show more than half of the gainfully employed workers in these fields in 1940. Approximately half of these are engaged in occupations, adequate preparation for which on the whole is distinctly on the junior college level. Since the total number of those gainfully employed in 1940 is almost 48,000,000, the potential size of the junior college problem is evident.

*Preparation for the right jobs.* Undoubtedly there is a scarcity of employment, but also, paradoxically enough in many cases, there is a scarcity of men trained and equipped for the jobs that are open. A shortage of skilled and semiprofessional workers prevails in many industries, and scant educational provision has been made to train people for the vacancies. Suggestive is the situation revealed by a recent survey of an average Pennsylvania city. Here it was found that 89 per cent of the young people were seeking 15 per cent of the available jobs, while 65 per cent of the positions were going begging because only 11 per cent of the job hunters had even a smattering of the necessary industrial training to qualify them to enter these positions.

It is the obligation of the junior college to determine, through a comprehensive community survey, the actual employment needs and opportunities in its own community and then to organize its curricular offerings, if possible, better to meet these needs. Not all of the desirable education can be given in the high school even if it were sufficient in the past. Many high school graduates are not in college, are not employed, and have no educational opportunities available to continue their training. More and more educators are realizing that the complexity of modern civilization demands an extension of the period

of organized education. Twelve years is no longer adequate, in many cases, to prepare for vocational competency and also for civic and social responsibility.

Changed conditions in industry, in agriculture, and in commerce are such as to call for more and more vocational training. There is less and less place in the occupational life of the country for young people who have had no vocational training. Technological changes are forcing us to a higher level of education for the masses.

*Job requirements on the junior college level.* Studies and estimates have been made of the relative number of positions requiring semi-professional training in comparison with those requiring full professional training. Three of these estimates are summarized in Figure 12.

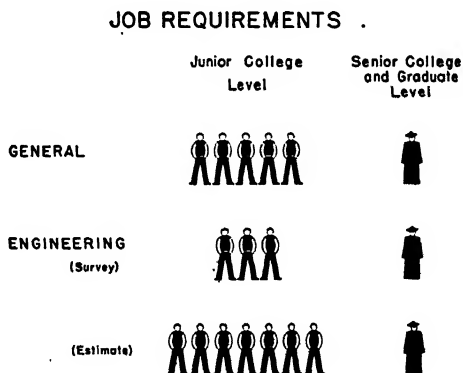


Figure 12. RELATIVE NUMBER OF POSITIONS OPEN REQUIRING JUNIOR COLLEGE TRAINING AND SENIOR COLLEGE AND GRADUATE TRAINING

The dean emeritus of one of the leading graduate schools of the country has estimated that in the general field of employment there are five jobs requiring only two years of college preparation, the junior college level, for each job requiring four years of college and perhaps additional graduate training. In the engineering field, 10 years ago, carefully collected data showed three technological jobs for which junior college or technical institute training was sufficient for every one which required a full graduate engineer.<sup>12</sup> One of the best-informed men on engineering education in the country today told

<sup>12</sup> *A Study of Technical Institutes: A Collateral Project to the Investigation of Engineering Education*, Society for the Promotion of Engineering Education, 1931, p. 7.

the writer recently that in his judgment this ratio in the engineering field was now closer to seven to one rather than three to one as it was 10 years ago.

*Apprenticeship training.* The marked change in the methods and standards for the training of apprentices in shops and factories is another factor that has definite junior college implications. The responsibility for training, not only in the professions and the semi-professions but also in many of the trades, is being thrown more and more on the schools. The situation with reference to carpentry and the building trades at Ogden, Utah, and the part of the local junior college in meeting this condition, as set forth in Chapter IX is an excellent example. Many other junior colleges are finding they are being called upon to meet similar conditions and are working out cooperative arrangements with local union officials to see that this need of the industrial life of the nation is properly met.

*Government service.* The number and variety of types of positions in government service have increased prodigiously in the past few years. This is true not only for the Federal government but also for state and local governments.

The census bureau states that today large cities are performing no less than 300 specific services for their people. In the Federal service are hundreds of positions, both office and field. Forestry, reclamation, conservation, Indian service, fisheries, agriculture, education, are only a few of the many fields of government work in which there are constant openings for suitably trained people at the professional, semiprofessional, and lower levels.

In many cases no adequate methods of preparation for these newly created positions have been established. Many of them are positions which properly may be thought of as on the semiprofessional level. Many of them are under civil service.

In the services of the state and municipalities are found men inadequately prepared who are looking for opportunities to prepare themselves better for their present positions or for advancement to higher positions in the same field. Others are anxious to secure the best preparation for initial entrance into these increasingly important and varied fields but find few systematic opportunities provided to secure the necessary training. Among such fields may be mentioned those of police protection, fire protection, public health, sanitation, recreational supervision, building inspection, food inspection, em-

ployment service, and many others. A few junior colleges are offering semiprofessional courses in one or more of these fields. Many others can and should do so.

### 5. Training for Citizenship and Home Life

As stated in Chapter I, terminal education in the junior college should prepare young people not only to earn better livings but also to live better lives. Increasingly is there need for young people to be prepared better for civic responsibility, social understanding, home duties and responsibilities, law observance, and devotion to democracy. At a time when the democratic way of life and of government is on trial as never before, it is essential to have a well-educated and intelligent citizenry. Educated leadership is not sufficient. Educated followership is also essential. On the whole the university tends to select and educate the young people of superior native ability and intelligence. In a democracy, however, the vote of the citizen of moderate or inferior native ability counts quite as much in the ballot box as the vote of the genius. Most young people will have the right to exercise the franchise for the first time within a year or two after their graduation from junior college. Three-quarters of those in junior college will never go further in their formal school education. Thus the junior college has the opportunity and the obligation to give these increasing thousands of young people a sane and helpful preparation for their privileges and obligations as citizens so that they may weigh carefully, decide intelligently, and vote wisely. It has a further obligation to make them more efficient homemakers, better buyers, better consumers, better parents.

### 6. Length of Life Span

Concern is expressed at times over the effect on the life of the nation of the different trends which have been outlined above—all tending to prolong the period of preparation prior to entrance into active employment and the duties and responsibilities of home life and citizenship. Is there not danger in unduly prolonging the period of adolescent preparation? With permanent employment postponed until the age of 20 or 21, marriage and establishment of a home are often necessarily postponed two or three years longer. Some fear that the twentieth century lengthening of the period of preparation will be out of all proportion to the subsequent period of active realization.

This fear is not well founded. It ignores the other side of the picture, the lengthened span of life for the average citizen in America due to improved conditions of life and health in the twentieth century. During this century the average span of life for men has been increased from 48 to 61 years; for women even more, from 51 to 65.<sup>13</sup> These facts are presented graphically in Figure 13. Suppose

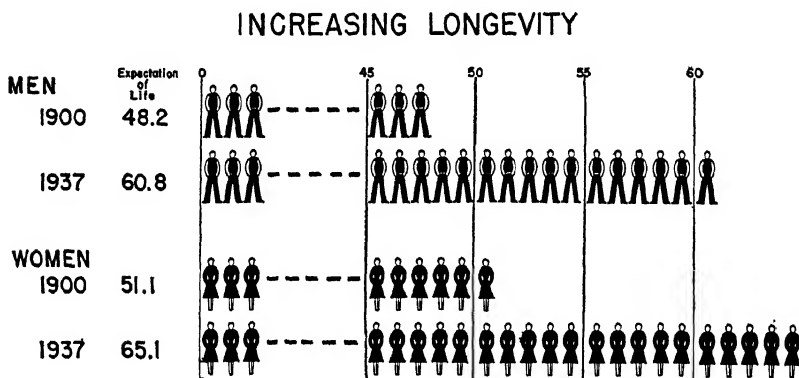


Figure 13. SPAN OF LIFE FOR MEN AND FOR WOMEN IN 1900 AND IN 1937

two or three years or more are added to the time of preparation for most effective entrance into occupational and civic life; the young men can look forward to 14 more years of total life than could their fathers; the young women can have 15 more years than did their mothers to compensate for their few years of added preparation. In 1940 the number of individuals in the United States aged 65 or more was 8,956,000 as compared with 6,634,000 in 1930. This is a rise of 35 per cent although the total population in this same decade increased only 7 per cent. In 1900 only 4 per cent of the population was more than 65 years of age; in 1940 almost 7 per cent exceed that age.

### 7. Arrests for Crime

If young people cannot go west and take up homesteads, if they cannot secure jobs, if they do not continue their education in schools and colleges adapted to their needs, if they are not taken care of

<sup>13</sup> L. I. Dublin, "Our Mounting Longevity," *Think*, February 1940, p. 7.

by some desirable social agency until society is ready to absorb them as useful and productive citizens, all too often they may drift or be forced instead into lives of crime. This is not a pleasant alternative to contemplate but it is a very real one as shown by cold dispassionate statistics collected annually by the Federal Bureau of Investigation.

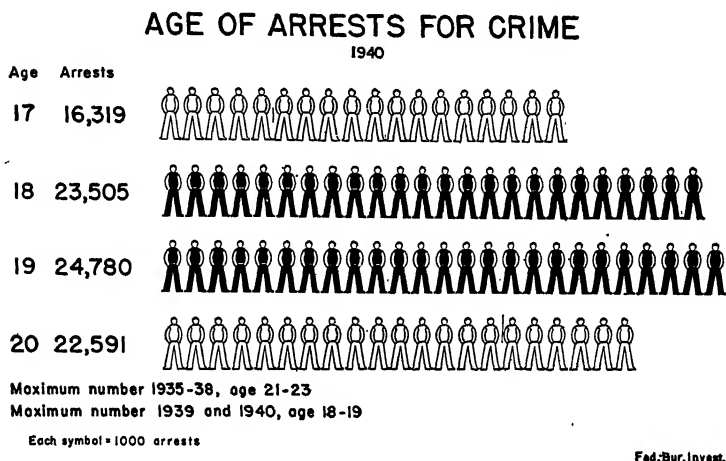


Figure 14. AGE OF ARRESTS FOR CRIME IN THE UNITED STATES, 1940

Figure 14 shows the age of arrests for crime of young people in the United States in 1940.<sup>14</sup> It should be noted particularly that the maximum number of arrests occurred among the 18- and 19-year-old groups—exactly the typical junior college years. The number of arrests in the 19-year age group was greater than for that of any other age group. A still more disturbing factor appears when similar analyses are made of corresponding data running back to 1935. Each year from 1935 to 1938 the maximum number of arrests occurred among the 21-, 22-, and 23-year age groups. It is only in the most recent years, 1939 and 1940, that the age of maximum arrest has come down exactly to the junior college level. The number of young people (presumably mostly young men, since less than 8 per cent of arrests at all ages were of women) 19 years of age who were

<sup>14</sup> *Uniform Crime Reports for the United States and Its Possessions*, Federal Bureau of Investigation, Washington, D.C. (Fourth Quarterly Bulletin, 1940), 11:207.

arrested for crime was practically the same as the enrollment of the young men in the sophomore classes of all the junior colleges of the country!

It cannot be proved, of course, that many of these arrests were not of junior college students, or that they would not have occurred if the potential criminals had been enrolled in junior colleges, but the presumption is strong that the correlation between junior college attendance and arrests for crime is not high.

Figure 14 referred only to arrests, not to convictions or commitments to the penitentiary. Figure 15, however, shows the actual commitments to penitentiaries for the same age groups as Figure 14.

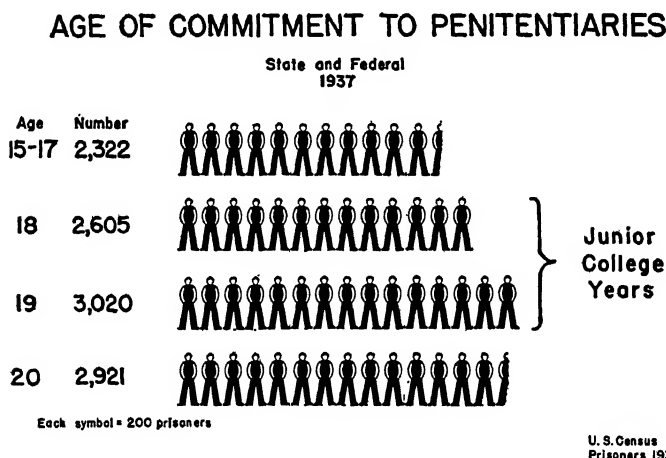


Figure 15. AGE OF COMMITMENT TO PENITENTIARIES IN THE UNITED STATES, 1937

Here also it should be noted that the maximum number of commitments is for the two junior college years. Certainly investment in junior college education even entirely at public expense is much more economical as well as socially far preferable than investment in care of young men in state and Federal penitentiaries.

### 8. Mobility of Population

Marked mobility of population makes the problem of adequate and suitable education of youth one of national rather than purely state or local concern. Millions of people in the United States are living in



states far removed from those in which they secured their education. Actual data on this point are not directly available, but the situation can be illustrated fairly satisfactorily by a consideration of census data, for state of birth and state of residence.

Every census since that of 1850 has shown that more than one-fifth of native-born Americans have migrated from the states of their birth. Census officials comment that this shows "a rather high degree of mobility on the part of the population." The 1930 census showed

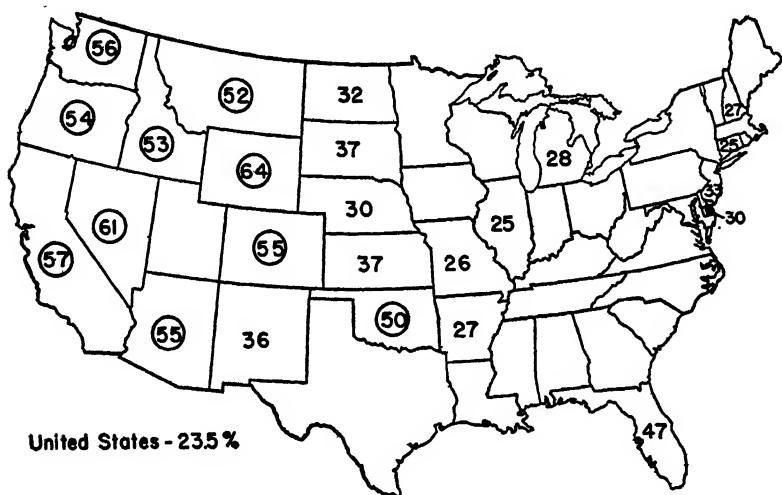


Figure 15a. MOBILITY OF POPULATION IN THE UNITED STATES, 1930

Numbers indicate percentages of the native American population of the state born in other states. Percentages enclosed in circles show the 10 states with 50 per cent or more of their population born in other states. Other percentages show the 14 states with 25 to 50 per cent of their population born in other states. States left blank are those for which the percentage is less than 25.

that almost a quarter of the population was living in states of which they were not natives. In 10 states, scattered from Oklahoma to Washington, more than half of the population were born in other states. In 14 others, from New Hampshire to New Mexico, the proportion was between a quarter and a half. Actual percentages of residents who were natives of other states are shown for these 24 distinctly cosmopolitan states on the map of Figure 15a.

The situation is shown still more strikingly by a consideration of the conditions in California, which is the most cosmopolitan of the 48 states in terms of the number of its residents who were born in other

states. More than two and a half million of California's four and a half million native-American population were not born in California. The contributions of the other 47 states to the 1930 population of California are shown on the map of Figure 15b. Each circle on

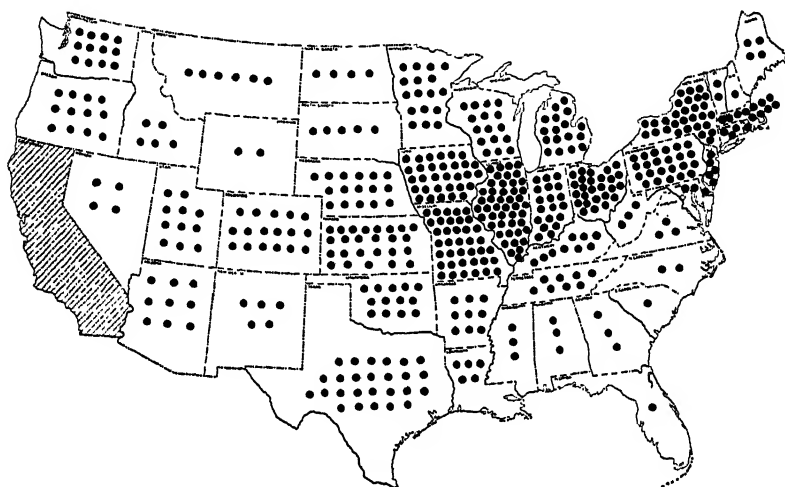


Figure 15b. MOBILITY OF POPULATION FOR CALIFORNIA, 1930

Each circle represents 5,000 individuals living in California in 1930 but born in the state in which the circle is placed.

this map represents 5,000 persons (or major fraction thereof) who were born in the state in which the circle is placed but who had become residents of California in 1930. Every state has contributed generously to the cosmopolitanism of California. Only two states have sent less than 5,000 each—Delaware and South Carolina.

It is evident, therefore, that California has a vital interest in the development of adequate educational systems in every state. California happens to be rather outstanding in the development of junior colleges and especially in the organization of a wide variety of terminal curricula in these junior colleges. The extent of this development at the present time has been presented in the second monograph of this series, *Present Status of Junior College Terminal Education*. If California is vitally concerned that young people residing in the state shall be prepared properly to take their places in the civic, industrial, and commercial life of the state, this outcome never can

be accomplished fully, no matter how good a system of junior college terminal education may be developed, if more than half or any considerable proportion of its population continues to come in large numbers from all the other 47 states, most of which as yet have not developed very extensive and satisfactory junior college terminal curricula.

The same argument applies to other states. There are seven other states—New York, New Jersey, Ohio, Illinois, Michigan, Oklahoma, and Texas—in each of which more than a million of the residents were born in states other than that in which they were residing in 1930.

A constantly shifting population; increasing mobility with the construction of good roads and resultant ease and economy of transportation; the development of the airplane, the radio, and the cinema; the concentration of great manufacturing plants in particular areas attracting workmen from many parts of the country—these and other factors make adequate education no longer, if it ever was, a state or local matter exclusively. The other factors considered in this chapter are nationwide in their influence. So is this factor of mobility of population with its increasing significance for suitable educational opportunities for all young people—particularly for those increasing numbers who will complete their formal education with the junior college.

## 9. Financial Factors

*The cost of college education.* Thousands of young people who desire a college education find they are unable to finance it. Costs of college education have increased markedly during the past 25 or 30 years, even in the publicly controlled state universities, and very much more so in those operated under private auspices. Interest rates on endowment have fallen, student tuition and fees have increased, costs of board and room have gone up. On the other hand, particularly since the beginning of the depression in 1929, ability of prospective students and their parents to finance four years or more of college or university education has declined markedly. A college education never has been inexpensive nor easy to obtain for thousands of capable students. Today it is harder than ever and many such students find the financial factor the determining one which compels a negative decision.

It is true that Federal aid to the amount of \$10 or \$15 per month paid for services rendered, which has been administered through the

National Youth Administration, has enabled many young people to enter and remain in college who otherwise would find college education impossible. Federal aid, however, has been limited to 10 or 12 per cent of the student body. Nearly half of the high school graduates wanting to work their way through college cannot find employment and consequently do not enter any college, according to a five-year study recently completed by Professor A. C. Payne, faculty NYA director, at Indiana State Teachers College. His studies show that 55 per cent of those denied places on NYA rolls did not enter or remain in college. Furthermore the percentage of non-attendance in college of those denied NYA help is rising. In 1937, it was 47 per cent; in 1939, 55 per cent. This was in Indiana where there are no publicly controlled junior colleges.

In California where there is an extensive system of local publicly controlled junior colleges in which tuition is entirely free to any resident of the state, the situation is quite different. Thousands of high school graduates during the years of the depression have found an opportunity in these institutions to secure at least two years of college education which otherwise would have been denied them. In these two years, which mark the terminus of formal college education for the great majority, they have been able to secure a college education better fitting them to take their places in the economic and civic life of the state. Enrollments in most public junior colleges have shown marked increases even during the depression—perhaps it would be more accurate to say because of the depression. Financially the junior college, especially the public junior college, is democratizing college education for thousands of young people who otherwise would have to forego the privilege of such education and the opportunity it may give for greater economic competence, social usefulness, and personal satisfaction.

Even in the privately controlled junior colleges the cost of attendance is in many cases much lower than in the privately controlled university. Many parents have been able to finance a two-year terminal course for their son or daughter at a private junior college when a more expensive annual cost for four years would have been impossible.

*Student judgment.* Figure 16 shows the responses of public junior college students in three states when they were asked the question "Why are you attending junior college?" The most frequently given

of several answers in each case was "to save money." This answer was given by more than half of the California and Iowa students. The significance of this factor may be realized better when it is noted that the income of one-third of the families in the United States is

## FINANCIAL FACTOR

Question: "Why are you attending junior college?"

Answer: "To save money."

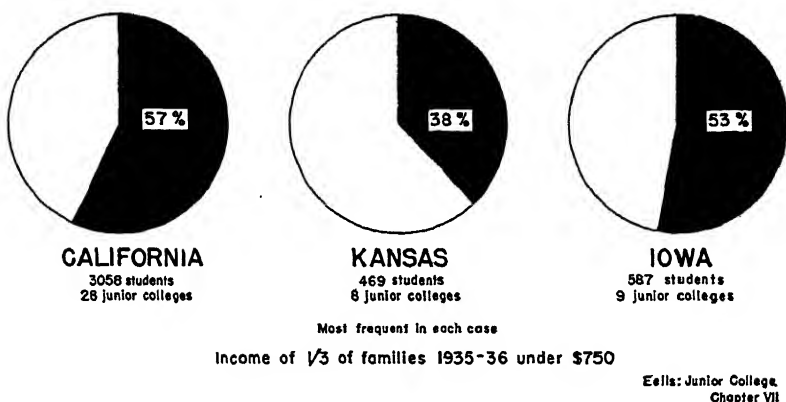


Figure 16. ANSWERS OF JUNIOR COLLEGE STUDENTS IN THREE STATES TO THE QUESTION, "WHY ARE YOU ATTENDING JUNIOR COLLEGE?"

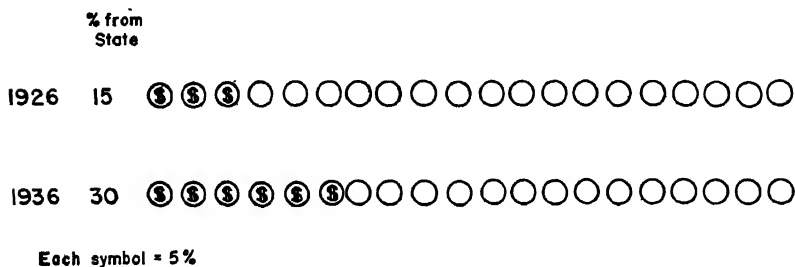
reported as less than \$750 per year. Yet this third of the families probably contains almost, if not quite, as great a proportion of young people of superior mental ability who could profit by a college education as do those families on a higher economic level. The cost of college for board, room, tuition, and sundries is in excess of \$1,000 per year in many of our better colleges and universities. A total family income of \$750 per year is certainly inadequate to such college costs. In states where public junior colleges have been established, however, increasing thousands of young people are finding it more convenient, more economical, and often educationally preferable to take two years of education in their local junior college.

*State aid for education.* Conditions are decidedly more favorable toward obtaining state aid for equalizing the cost of junior college education than was the case 15 years ago. Figure 17 shows that dur-

ing a brief 10-year period the proportion of the costs of education borne by the states doubled. There is an increased possibility, too, of securing Federal aid for curricula of a terminal character under the provisions of the Smith-Hughes and George-Deen acts.<sup>15</sup>

## STATE AID TO EDUCATION

From taxation and appropriations



U.S. Office of Education

Figure 17. PROPORTION OF LOCAL EDUCATIONAL COSTS MET BY STATE AID, 1926 AND 1936

### 10. Relation to Other Agencies

The problems of American youth under present conditions are too complex to be solved by any one agency. Two Federal agencies, in particular, have spent large sums in attempts to meet some of these problems—the Civilian Conservation Corps and the National Youth Administration. These have been powerful agencies and have done much good in a time of emergency not only with the relief aspects of their programs but also with the educational aspects through organized classes and through work experience. They have been carrying on “terminal education” of an exceedingly valuable type.

It may be questioned, however, whether it is desirable or efficient to develop on a permanent basis two parallel systems of education for young people of junior college age—one controlled and administered locally and one by the national government. The plan is contrary to the spirit of our entire educational development for a century and longer.

<sup>15</sup> See *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941, Chapter III.

The situation has developed in part, perhaps, because the educators in charge of policies in our junior colleges did not sense fully the grave situation with which the country has been faced in the past decade, in part because they lacked funds for an adequate program even when they did realize the emergency. The situation was presented frankly by President Colvert in his presidential address before the twenty-first annual meeting of the American Association of Junior Colleges at Chicago in February, 1941, when he said:<sup>16</sup>

We, the educators of this country, have slept on our rights and duty. There is no need for the national government to set up a separate agency to educate these young people of junior college age, as is now being done. The educational work that the NYA is doing definitely belongs in the junior college field. These young people are exactly of junior college age. Had not we of the junior college been so busy trying to offer courses which would get our graduates into the senior colleges instead of working and offering appropriate and practical courses—terminal courses—for the vast majority of the junior college students, we might have thought to ask for, and as a result of having asked, received the privilege of training these young people. We might have been offering, as an educational agency, these short courses for the youth now under the NYA. The NYA program is an educational program and should not be administered by an agency outside of the educational set-up of the states and the nation.

In California plans for cooperation with these national agencies have been developed by committees representing both groups. Tentative plans include the granting of college credit for work done in the camps for "work experience." This plan was advocated by President Orton of Stockton Junior College, California, at the annual meeting to which reference has just been made.<sup>17</sup>

### 11. National Defense

The effort in this chapter, for the most part, has been to present and discuss social and economic factors of a permanent character, many of which show long-time changes and trends. The entire study of terminal education has been planned and carried out to date with the expectation of influencing junior college plans and developments for the next 15 or 20 years. It must be recognized, however, that many aspects of the immediate problems of terminal education have

<sup>16</sup> C. C. Colvert, "Terminal Education and National Defense," *Junior College Journal* (May 1941), 11:492-7.

<sup>17</sup> Dwayne Orton, "Coordination with Youth Serving Agencies," *Junior College Journal* (May 1941), 11:527-32.

been affected markedly by the present intense emphasis on various aspects of the defense program. Employment conditions have been modified greatly—hundreds of young men who normally would have been unemployed have been placed in defense industries; special demands have been made on the junior colleges for preparation of students for aircraft, mechanical, drafting, and shipbuilding jobs; short courses with little or no reference to desirable “general education” factors have been necessitated; and other trends discussed in preceding sections of this chapter have been modified or reversed. With the conviction, however, that the fundamental economic and social factors already discussed will continue to be powerful underlying influences on junior college terminal education long after the necessity for the present abnormal defense activities has passed, no effort is made here to consider in detail the special demands and adjustments made necessary by the defense program. They are covered amply in the current periodical literature and in special publications being issued by the government and by various national educational agencies. Their junior college aspects have been considered in numerous articles in recent issues of the *Junior College Journal*. Some of their implications are considered in Chapter IX.



## Chapter III

# CHANGING EDUCATIONAL FACTORS

CLOSELY RELATED to the changing economic and social factors which were considered in the last chapter is another group of factors more definitely connected with the educational system. These factors are also of marked importance in considering the past and future development of the junior college movement and the significance of terminal education in that development. This chapter then will consider 10 educational factors:

1. Compulsory education laws
2. Secondary school enrollment
3. Secondary school graduates
4. Higher educational enrollment
5. Junior college enrollment
6. Popularization of junior college education
7. Residence of junior college students
8. Certification of teachers
9. Survival of junior college students
10. Popularity of terminal curricula

### 1. Compulsory Education Laws

Laws relating to compulsory education in the different states have changed markedly during the present century. Such laws, as now administered, tend to keep young people in school much longer than formerly—in some cases until the average age of high school graduation. The changed situation is presented compactly in Figure 18.

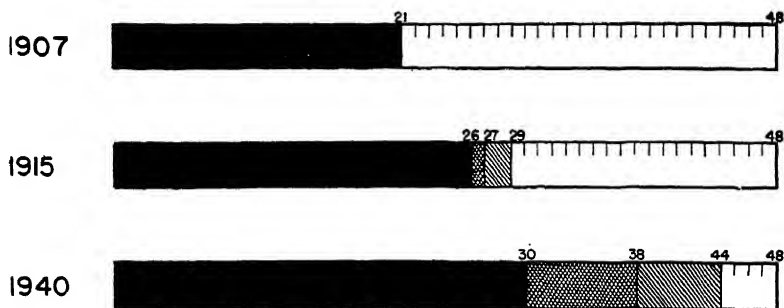
In 1907 only 21 states required attendance of young people until they were 16 years of age and no state had any higher limit. By 1915, however, there had been a noticeable change. Twenty-six states required attendance to 16 years of age, one to 17 years of age, and two to 18 years of age—a total of 29 states requiring school attendance to age 16 or higher. In 1940 the situation is decidedly different. Now 30 states require attendance to 16 years of age, eight more to 17, six more to 18, leaving only four states which do not require attendance at least until 16.<sup>1</sup> The effect of this marked up-

<sup>1</sup> In most cases there are special provisions for excusing individual children from attendance under particular circumstances with the approval of the superintendent of schools or other responsible officer.

## COMPULSORY EDUCATION LAWS

KEY States requiring attendance to age of

16 yrs. only 17 yrs. only 18 yrs.



National Resources Committee  
& Children's Bureau, U.S. Dept. of Labor

Figure 18. DEVELOPMENT OF COMPULSORY EDUCATION LAWS IN THE UNITED STATES

grading of compulsory education laws will be seen in some of the figures and diagrams portraying the increase in high school attendance to be presented later in this chapter.

The six states which require attendance to age 18, virtually equal to high school graduation, are Idaho, Nevada, Ohio, Oklahoma, Oregon, and Utah. The four which do not require attendance to age 16 are Louisiana and Virginia with a 15-year requirement and Georgia and North Carolina with a 14-year requirement.

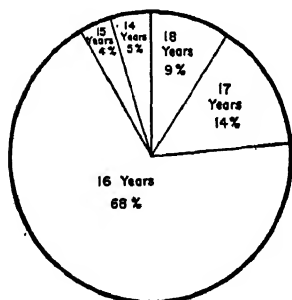


Figure 19. PROPORTION OF THE POPULATION OF THE UNITED STATES IN 1940 LIVING UNDER FOUR TYPES OF COMPULSORY EDUCATION LAWS.

Use of the *state* as a statistical unit does not suggest always the true conditions because the states differ so much in population. The population of the state of New York is 122 times as great as that of Nevada. Figure 19 has been constructed, therefore, to show the number of indi-

viduals living in states in which the four types of compulsory education laws are now in force. It will be noted that more than two-thirds of the population of the country live in states in which school at-

tendance is required until age 16 only; 14 per cent in those in which attendance is required to age 17; and 9 per cent in those in which attendance is required to age 18. Thus more than 90 per cent of the population is living in territory for which school attendance is compulsory at least until age 16.

The Educational Policies Commission estimates that the average amount of education now being obtained by the youth of this country is probably at least 10 years—half way through the four-year high school. The Commission proposes that the next step be to raise the minimum everywhere to 10 years of schooling through the revision of compulsory attendance legislation. The Commission feels that this is a practical goal. It feels, however, that all qualified youth should be encouraged and assisted to go beyond the suggested 10-year compulsory minimum. It recommends that the amount of schooling beyond the minimum should be increased gradually so that the median youth will finish four years in the senior secondary school at least before completing his formal education.<sup>2</sup> Since there are more than 2,000,000 young people in the 18-year age group each year, this recommendation, if carried out, would mean that at least half this number would be prepared to enter junior colleges or equivalent educational institutions annually. The previous chapter has shown that less and less may we expect these young people to secure full-time permanent employment at this age. The increasing age limits for compulsory education below the junior college level and the receding age of employment above the junior college level thus combine to create and intensify a problem peculiarly in the province of the junior college.

## 2. Secondary School Enrollment

The influence of the vanishing of the western frontier, of changed labor conditions, of compulsory education laws, and of the American philosophy and practice of free education for all, are reflected strikingly in the remarkable growth of the secondary school enrollment of the country. This growth is shown in graphic form in Figure 20. Seventy years ago this enrollment was a bare 80,000 in the entire country—less than half the secondary school enrollment of the city of Chicago today. By 1890 this enrollment had increased to 300,000.

<sup>2</sup> Educational Policies Commission, *Education and Economic Well-Being in American Democracy*, National Education Association, Washington, D.C., 1940, pp. 128-30.

It more than doubled by 1900. It almost doubled again by 1910, for the first time passing the million mark. By 1920 again it had doubled. By 1930 it doubled again. In 1940 it had reached the impressive total of 7,200,000—90 times as great as it was 70 years earlier!

## SECONDARY SCHOOL ENROLLMENT

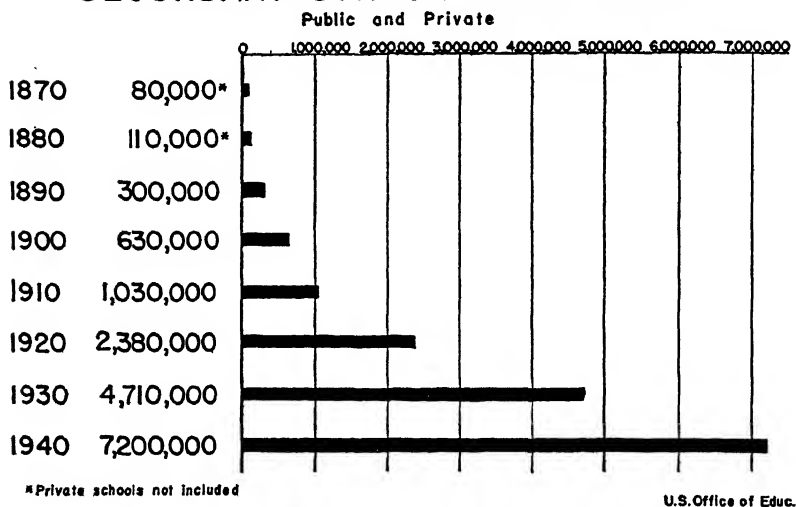


Figure 20. TOTAL SECONDARY SCHOOL ENROLLMENT, 1870 TO 1940

Figure 20 shows the absolute growth of the secondary school enrollment in 70 years. During this same 70 years, however, the population of the United States has also increased markedly showing more than four-fold growth. The secondary school enrollment would have grown at least four-fold, therefore, if there were no change in proportion of pupils of secondary school age enrolled in secondary schools.

In order to take account of this growth of the total population and to exhibit the phenomenal proportional as well as numerical increase, Figure 21 has been prepared covering the growth of the present century. Figure 21 shows for each decennial period the proportion of youth of secondary school age (14, 15, 16, 17) actually enrolled in the secondary schools of the country.

In 1900 only about one in 10 of young people of secondary school age was enrolled in secondary schools. School attendance was the

exception, largely limited to students of superior ability who were planning on a full college course and subsequent professional life. By 1910, 15 per cent of young people of secondary school age were in school. In the next decade the proportion more than doubled to 32 per cent. In the following decade it continued to increase until for the first time more than half of the secondary school population was enrolled. In 1940 the figure was approximately 75 per cent. Today three out of every four young people of secondary school age are enrolled in the secondary schools of the country. In some states the proportion is above 90 per cent.

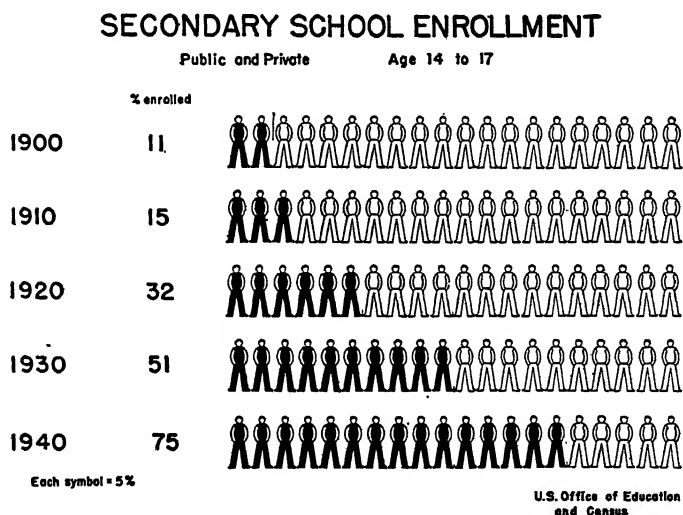


Figure 21. PROPORTIONAL SECONDARY SCHOOL ENROLLMENT, 1900 TO 1940

Figure 21 summarizes this most remarkable progress in the democratization and universalization of secondary education that the world has ever seen. This change from 11 per cent to 75 per cent in secondary school enrollment is one of the outstanding achievements of American education in the twentieth century.

### 3. Secondary School Graduates

It is not secondary school students *per se*, however, but secondary school graduates that constitute directly potential junior college entrants. Figure 22 shows the increase in the graduates of the public

and private secondary schools of the nation since 1890. It pictures the marked increase from less than 50,000 graduates a half century ago to the impressive total of 1,200,000 in 1940. The number doubled between 1910 and 1920, doubled again from 1920 to 1930, and almost doubled again between 1930 and 1940.

## SECONDARY SCHOOL GRADUATES

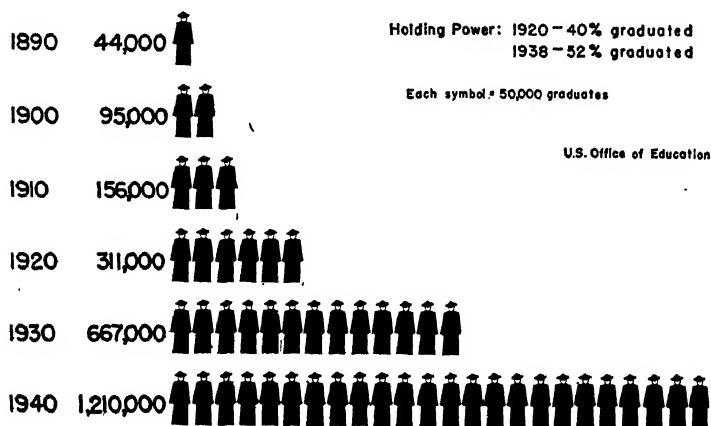


Figure 22. INCREASE IN GRADUATES OF SECONDARY SCHOOLS, 1890 TO 1940

This increase in number of graduates is due in part to larger enrollments as shown in Figures 20 and 21 and in part to better holding power of students once enrolled. The class that graduated in 1920 was only 40 per cent of the number entering the secondary schools four years earlier. The class that graduated in 1938, on the other hand, was 52 per cent of the number entering four years earlier. This shows a marked increase in holding power during the interval of 18 years. A holding power of 52 per cent, however, is far from perfect, since it also means a losing power of 48 per cent. It means that almost half the pupils entering the secondary school do not complete the course of study. Compulsory education laws, changing economic conditions, improved instructional methods, and better adjustment of the curriculum to the needs of all types of youth doubtless will tend to increase this holding power decidedly in the next few years. It would not be surprising to see it approximate 75 per cent if not a higher figure.

Even the 1,200,000 graduates reported last June, however, are an impressive total. Figure 9 in Chapter II indicated that (except possibly for abnormal defense industry conditions) less than half of this number of secondary school graduates normally could expect to secure full-time paying jobs upon graduation. It will be shown in Chapter IV that almost 2,000 educational leaders and business and professional men join in stating as their judgment that approximately half of all high school graduates ought to enter junior colleges if these institutions are equipped adequately to give a variety of semi-professional and terminal courses of a general character adapted to community needs. From either standpoint, therefore, the increasing task and challenge to the junior college is evident. At present not much over 100,000 students from a potential 600,000 or more enter junior college annually. One reason they do not do so is that junior colleges are distributed far from adequately throughout the country and all too few of those that are in existence are offering a satisfactory variety of semiprofessional curricula well-fitted to the needs of their normal constituencies. The problem of the junior college is to furnish an educational menu adapted to the varying tastes and abilities of the increasing thousands of young people graduating each year from our public and private secondary schools many of whose needs are not met adequately by existing universities and colleges nor by the economic and social order as it has developed in 1940 and bids fair to develop by 1950.

#### 4. Higher Educational Enrollment

*Proportional enrollment data.* In contrast with the secondary school situation with its striking increase of enrollment during the present century until it serves the varied needs of three-quarters or more of all young people of secondary school age, let us consider the situation with reference to enrollments in the field of higher education. Figure 23 shows the proportion of the population of college age (19, 20, 21, and 22 years) enrolled in all types of higher educational institutions—universities, senior colleges, teachers colleges, professional schools, normal schools, and junior colleges.

The percentage increased slowly from 5 per cent of the population of college age in college in 1910 to 15 per cent of the population of this age enrolled in all types of higher educational institutions in 1940. Even with the record-breaking higher educational enrollment of 1,400,000 in 1940 the proportion of the total population of college

age is very small in comparison with the proportion of the secondary school population served by the secondary schools as shown in Figure 22. This is another way of stating the junior college problem, remembering that increasingly this group of secondary school graduates probably are not going to be able to secure permanent employment before they are 20 or 21 years of age.

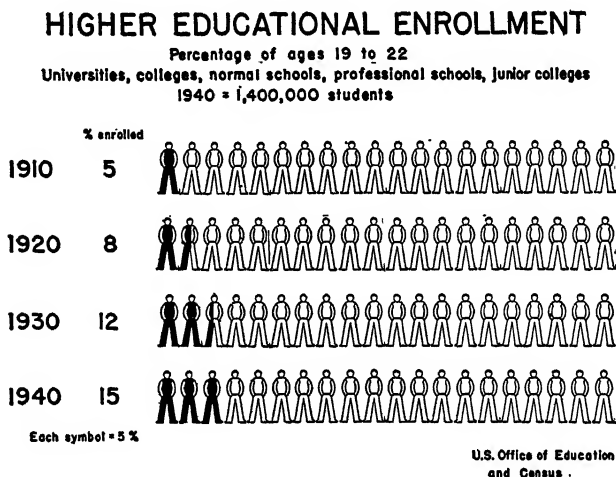


Figure 23. ENROLLMENT IN ALL TYPES OF HIGHER EDUCATIONAL INSTITUTIONS, 1910 TO 1940

*Higher educational mortality.* Nine out of every 10 of a large group of educators and laymen, as reported in Chapter IV (see p. 74) feel that the courses of study open to freshmen and sophomores in the average university or liberal arts college do not fit adequately the needs of students who will spend only two years in college. Is there any large number of such students or do most of those entering the four-year institutions remain until they receive the bachelor's degree?

Unfortunately the experience of many of our large universities indicates that so-called "student mortality," especially in the freshman and sophomore years, is tragically high. The latest study of college mortality on a nation-wide basis was made by the United States Office of Education and published in 1937.<sup>3</sup> It covers the

<sup>3</sup> J. H. McNeely, *College Student Mortality*, Bulletin No. 11, 1937, Government Printing Office, Washington, D.C., 112 pages.



records of more than 15,000 students studied in 14 publicly controlled and in 11 privately controlled universities of greatly varying sizes and widely scattered east, west, and south. The results are summarized in Figure 24. This chart shows that of 100 entering freshmen only

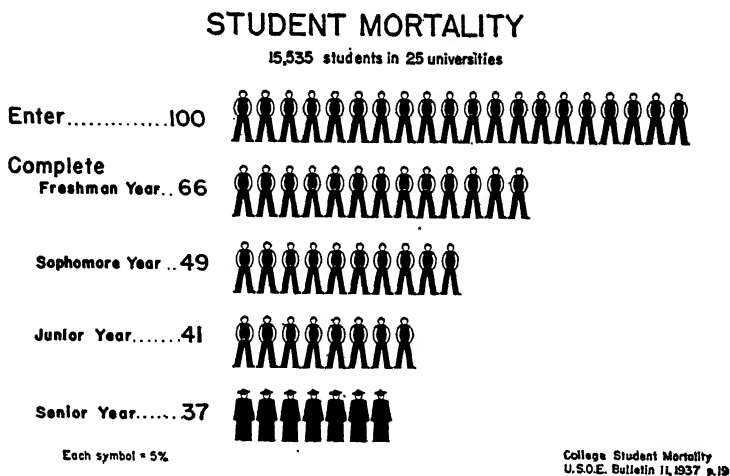


Figure 24. STUDENT MORTALITY IN 25 REPRESENTATIVE AMERICAN UNIVERSITIES AND COLLEGES, BOTH PUBLICLY AND PRIVATELY CONTROLLED

66 complete their freshman year, 49 their sophomore year, and 41 their junior year. Only 37 survive to graduate as seniors in the normal time from the institution which they entered as freshmen four years earlier. It is particularly significant in considering the junior college implications of these data to note that less than half of the entering freshmen continued beyond their sophomore year. The university which most of them had entered with high hopes as freshmen had proved to be a terminal institution for the majority. Some left on account of illness, some because of financial difficulties, but these two reasons account for only about 15 per cent of the withdrawals according to the Office of Education study.<sup>4</sup> Some 20 per cent were known to have been dismissed for academic "failure" and many others doubtless withdrew voluntarily because of the imminence of such failure and general lack of adjustment to the rigorous academic climate. In many such cases it may be pertinent to

<sup>4</sup> *Op. cit.*, p. 51.

inquire whether the student is the one who should be branded with "failure" or whether or not it is the institution that has failed instead. Possibly a greater variety of terminal curricula suited to the needs and abilities of these students, either in the lower division of the university or in the separate junior college, might have prevented much of this tragic result. It is far better for a student to succeed in a course which is suited to his interests, abilities, and needs than to fail in one which is not suited to his interests, abilities, and needs. It is likely, too, that the 15 per cent who had to withdraw for financial reasons might have been able to carry on their work in a local publicly controlled junior college had one been available.

In his new volume, *The American Colleges and the Social Order*, Robert L. Kelly in discussing the reasons for the rise of the junior college, says:<sup>5</sup>

In the eyes of many, this relentless elimination of students during their freshman year developed into the proportions of a scandal. The institutions were criticized severely for their ruthless and heartless methods. When it was announced in the newspapers at Christmas one year that 3,000 freshmen had been dropped from the college of a midwestern university, a great storm of disapproval broke forth. Such slaughter of the innocents outraged the people.

### 5. Junior College Enrollment

In comparison with the growth of secondary school enrollment and total higher educational enrollment, it is significant to consider separately the increase in junior college enrollment during the past quarter of a century. This is summarized for the junior college movement as a whole and for publicly and privately controlled junior colleges separately in Figure 25. Reliable data for years preceding 1917 are not available, but enrollments prior to that year were too small to be significant.

Eleven years after 1917 were necessary before the junior college enrollment reached 50,000. In only six years more, however, it had increased by another 50,000; in three years more, by another 50,000; in two years more, by another 50,000; and in one year more by 35,000. Enrollment in public junior colleges has grown much more rapidly than in private institutions—the former to 168,000, the latter to 68,000.

<sup>5</sup> R. L. Kelly, *The American Colleges and the Social Order*, The Macmillan Company, New York, 1940, pp. 221-22.

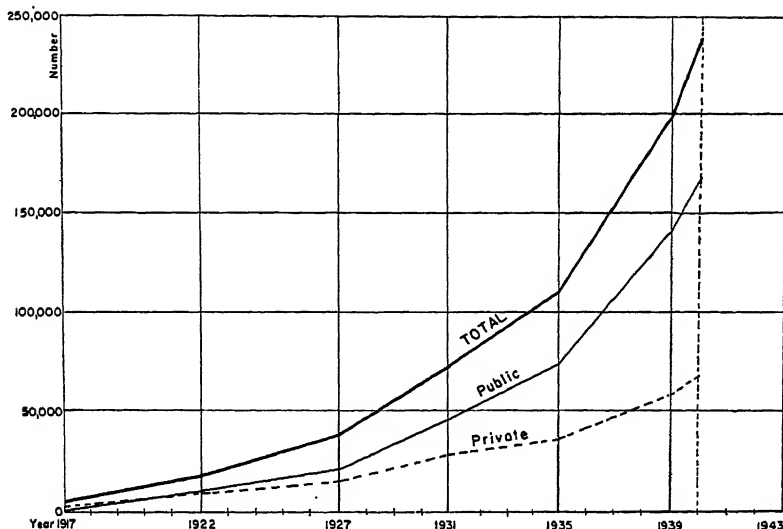


Figure 25. GROWTH OF ENROLLMENT IN JUNIOR COLLEGES, 1917 TO 1940

## 6. Popularization of Junior College Education

*Recommendations.* The 1940 White House Conference on Children in a Democracy proposed that "school systems should provide educational opportunities for youth up to 18 or 20 years of age, either in preparation for higher education, in basic and specialized vocational training, or in general educational advancement."<sup>6</sup> The Educational Policies Commission, the American Youth Commission, and other policy-forming educational agencies and organizations have made similar recommendations.

Two-thirds of the nearly 2,000 educators and laymen whose judgments are summarized in greater detail in Chapter IV feel that additional publicly controlled junior colleges should be established so that they will be easily accessible to the great majority of high school graduates. Less than half of the group, however, favor public junior colleges which are entirely free to the student.

Nominal or free tuition seems to be necessary if junior colleges are truly to be democratized and made available to the young people of all economic levels. The popularization of this type of education,

<sup>6</sup> Olga A. Jones, "Children in a Democracy," *School Life* (March 1940), 25:181.

whether it be designated as secondary or collegiate, general or semi-professional, is dependent to a large extent upon this policy, as was the case with the public high schools whose phenomenal growth has been pointed out above.

The situation is shown strikingly by a consideration of the group of public junior colleges in which no tuition is charged to students. The number of such junior colleges and the states in which they are found (as reported in the institutional exhibits of *American Junior Colleges*<sup>7</sup>) are shown on the map of Figure 26. This map shows 93

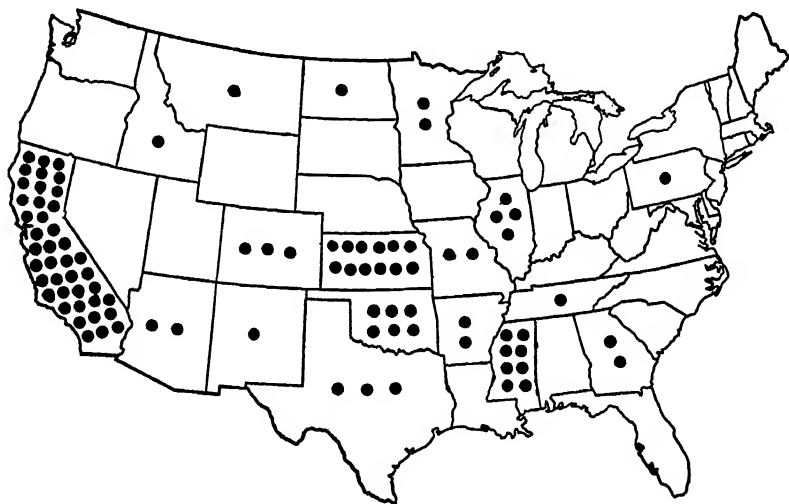


Figure 26. MAP SHOWING LOCATION BY STATES OF PUBLIC JUNIOR COLLEGES IN WHICH NO TUITION IS CHARGED TO STUDENTS

public junior colleges in 18 states. In almost two-fifths of the public junior colleges, tuition is entirely free. These two-fifths of the public institutions, however, enroll today more than two-thirds of the students in public junior colleges. When tuition is free and when suitable terminal as well as academic curricula are offered—two factors calculated to meet the economic as well as the educational needs of all—then the junior college truly tends to become the “people’s college” as it frequently has been designated.

California often has been referred to as a state with free junior

<sup>7</sup> W. C. Eells, *American Junior Colleges*, American Council on Education, Washington, D.C., 1940.

college tuition and with the most significant development of junior college terminal curricula. The growth has been remarkable in enrollment both of regular students of junior college age and of adults in the communities. California, with one-twentieth the population of the nation, has more than one-third of the junior college enrollment—almost half of the public junior college enrollment. Yet California is far from having reached the saturation point. A recent study by the Assistant State Superintendent in California states that the junior college enrollment in the state is not yet even one-quarter of the potential enrollment.<sup>8</sup> The basis for this interesting study is summarized in Figure 27. Mr. Morgan estimated the potential junior

## CALIFORNIA ENROLLMENT

Regular students, 1938-39

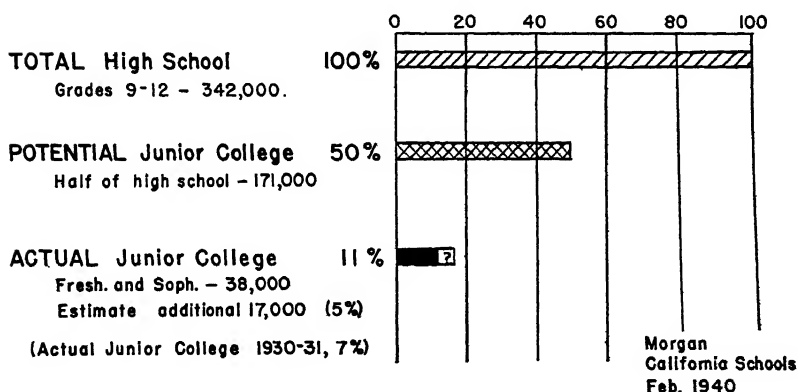


Figure 27. ACTUAL AND POTENTIAL JUNIOR COLLEGE ENROLLMENT IN CALIFORNIA

college enrollment at 50 per cent of the high school enrollment. The actual junior college enrollment of 38,000 freshmen and sophomores was equivalent to only 11 per cent of the high school enrollment instead of the assumed 50 per cent. Even with an estimate of 5 per cent additional for freshmen and sophomores in other higher educational institutions in the state, the approximate enrollment of all students of junior college grade is only one-third of the suggested potential enrollment.

<sup>8</sup> Walter E. Morgan, "State Enrollment Trends," *California Schools* (February 1940). 11:38-47.

# RESIDENCE OF JUNIOR COLLEGE STUDENTS

432 Institutions

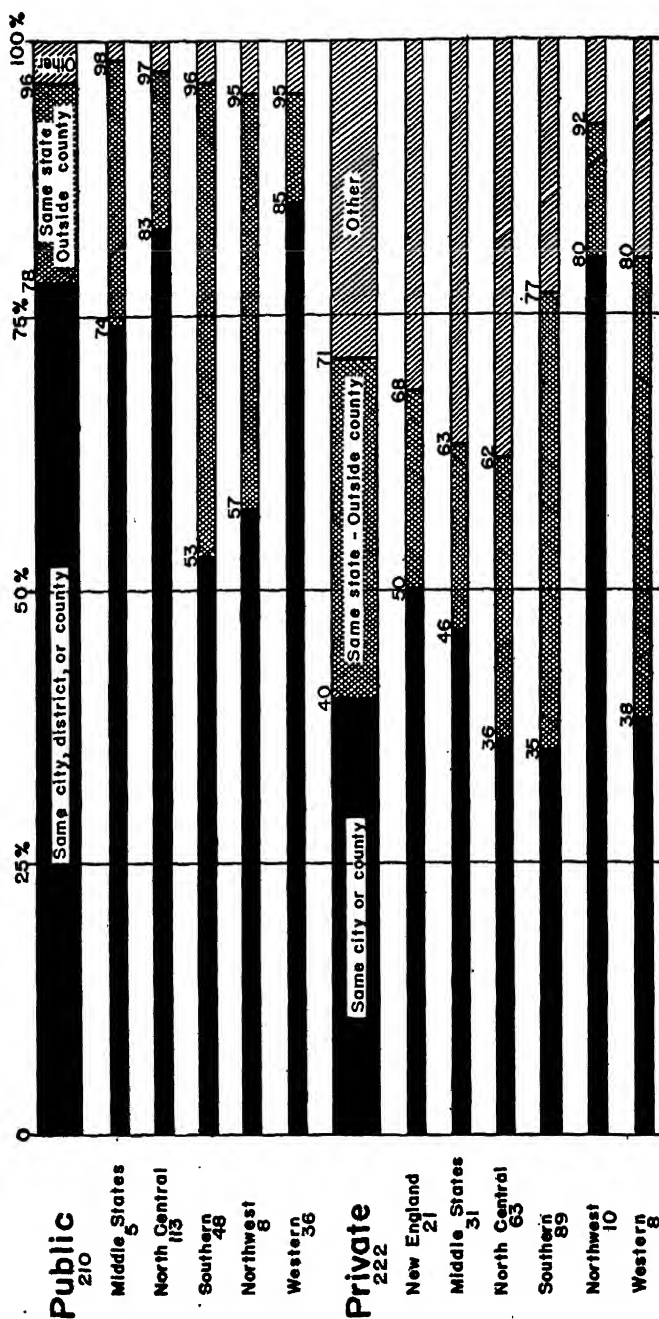


Figure 28. RESIDENCE OF JUNIOR COLLEGE STUDENTS ATTENDING DIFFERENT GROUPS OF PUBLIC AND PRIVATE JUNIOR COLLEGES

### 7. Residence of Junior College Students

Junior colleges are advised frequently to make studies of their own communities and to offer terminal curricula appropriate to the special needs thus revealed. Whether or not this is a sound procedure depends in part upon the extent to which the student bodies of junior colleges come from homes in the immediate vicinity—also of course upon the extent to which the graduates go back into the industrial and commercial life of the community. No extensive data are available on the second factor, but fortunately information has been collected recently for more than 400 junior colleges in all parts of the country, showing the homes of their students. This information was published for each of 432 junior colleges in *American Junior Colleges*. It is summarized in Figure 28.

Three groupings are indicated, for public and for private junior colleges separately, and for each of these two groups by regional association areas. The publicly controlled junior colleges are very strongly local in character. Almost four-fifths (78 per cent) of the students come from the city, district, or county in which the institution is located. Less than one-twentieth (4 per cent) of the students come from outside the state. The public junior colleges of the South (where there are a considerable number of institutions of the state type) are least local in character, barely half of their students coming from the same city or county; the North Central and Western (California) areas have the highest record of local attendance with 83 and 85 per cent respectively. A more detailed tabulation of origin of public junior college students by states will be found in the appendix (Table IX, p. 326).

The privately controlled junior college is much more cosmopolitan in its student body—its “community” covers a much wider area. Four of every 10 of its students come from the city or county in which the institution is located, three more from the same state, and the other three from outside the state. In the Northwest area, however, four-fifths of the students are local, while in the North Central and Southern areas the proportion is only slightly over one-third. The problem of the private junior college in devising terminal curricula especially suited to the needs of its “community” often is different, therefore, from that of the public junior college. Many private junior colleges, however, are offering terminal curricula and are finding that

the graduates of these courses have little or no difficulty in placement in the wider areas which they serve.

A more detailed tabulation of origin of private junior college students by states will be found in the appendix (Table X, p. 327). A further analysis of the local character of more than 400 junior colleges—both public and private—is given here in Table III.

TABLE III. DISTRIBUTION OF PERCENTAGES OF STUDENTS OF EACH JUNIOR COLLEGE WHO COME FROM THE CITY, DISTRICT, OR COUNTY IN WHICH THE INSTITUTION IS LOCATED

Percentage	Number of institutions	
	Public	Private
100.....	15	2
90- 99.....	72	18
80- 89.....	29	15
70- 79.....	37	16
60- 69.....	21	11
50- 59.....	10	20
40- 49.....	7	22
30- 39.....	6	26
20- 29.....	8	35
10- 19.....	3	35
0- 9.....	2	22
	210	222

This table shows, for example, that there are 15 public junior colleges in which all (100 per cent) of their enrollment comes from the same city, district, or county in which the institution is located; and, at the other extreme two in which less than 10 per cent of the student body comes from the same city, district, or county. For the private junior colleges, two are reported which are entirely local in character, while there are 22 in which less than 10 per cent of the students are local.

### 8. Certification of Teachers

An educational factor of special junior college significance in the field of terminal education is found in a consideration of the varying laws for certification of teachers in the 48 states. The minimum number of years above high school graduation necessary for the lowest regular teachers certificate in each state is shown on the map of Figure 29. This map shows that in 27 of the states it is possible for a graduate of a junior college to receive the necessary certification



## Minimum Years for Teaching Certificate

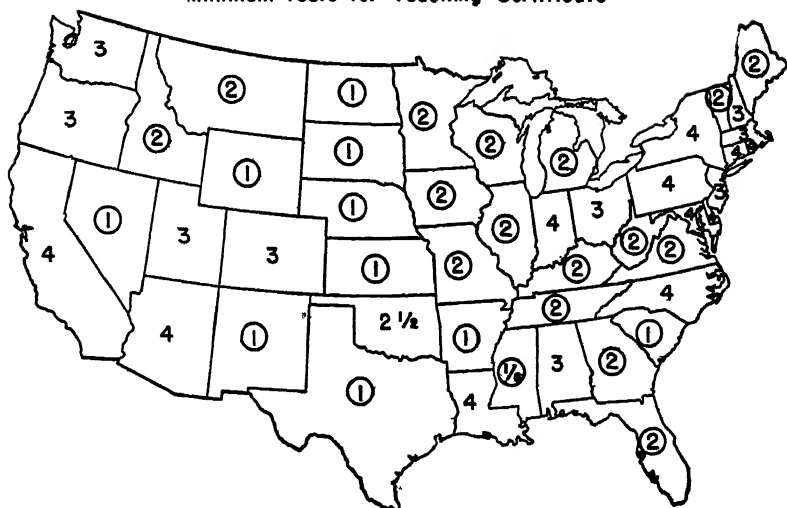


Figure 29. MINIMUM YEARS BEYOND HIGH SCHOOL REQUIRED FOR ELEMENTARY TEACHING CERTIFICATE

(Circles indicate states in which junior college preparation is sufficient for certification)

for some type of public school teaching, only one or two years of education beyond high school being required. It is evident that in more than half of the states, teaching is on a distinctly semiprofessional basis. Granting that it should be on a full professional basis, and that gradually it is being raised to this level, the fact remains that at present and probably for many years to come two years or less of preparation beyond the high school are all that will be required in many states. The proportion of the population of the country living in the four groups of states is shown in Figure 30. No less than 47 per cent of the population of the country are found in states where minimum requirements for teachers are still on a semi-professional basis.

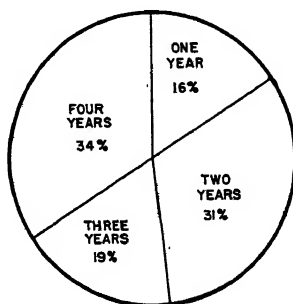


Figure 30. PROPORTION OF THE POPULATION OF THE UNITED STATES IN 1940 LIVING UNDER FOUR TYPES OF REQUIREMENTS FOR CERTIFICATION OF TEACHERS.

### 9. Survival of Junior College Students

To what extent is the junior college a "terminal" institution? What proportion of the students entering the junior colleges of the country continue their formal education beyond the junior college? Several significant studies suggest answers to these important questions.

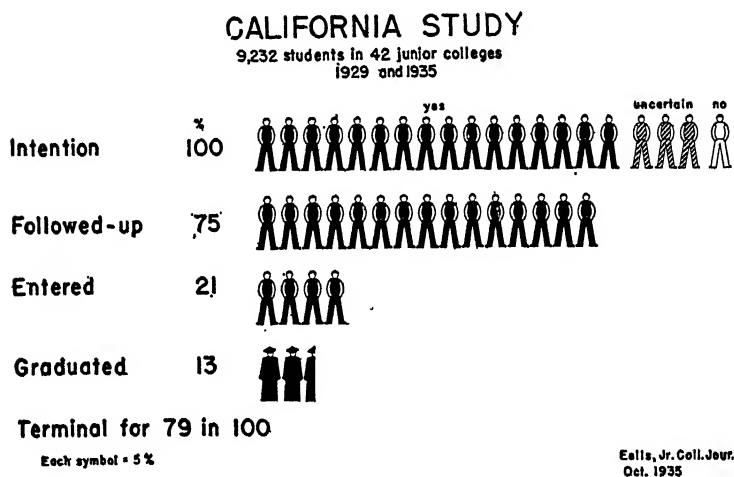


Figure 31. SURVIVAL OF JUNIOR COLLEGE STUDENTS IN CALIFORNIA  
JUNIOR COLLEGES

*California study.* In the autumn of 1929, in connection with the California Junior College Mental-Educational Survey, the writer asked more than 10,000 students in 42 California junior colleges whether or not they intended to continue their education after completing the junior college and if so to state the name of the institution which they expected to enter.<sup>9</sup> Over 8,000 indicated that they expected to enter some specific institution. Evidently at that time the junior college was prevailingly preparatory or transfer in character. The students showed little interest in terminal aspects of education. The great majority were headed definitely for advanced academic work in the senior college or university.

In the spring of 1935, after all of these students had had time to enter and graduate from advanced institutions, lists of those

<sup>9</sup> W. C. Eells, "Intentions of Junior College Students," *Junior College Journal* (October 1936), 7:3-10.

indicating preferences for the various institutions were sent to the registrars with the request that they indicate for each student whether he actually entered the institution, if so how long he remained, and whether he graduated. The results of this extensive follow-up study are summarized in Figure 31.

Out of each 100 students in the original group, 80 said they were going on with their education and usually indicated the institution to which they expected to transfer, 15 said they were uncertain, and only five said no—that the junior college was definitely terminal for them. It was possible to follow up about 75 per cent of the original group. Of these only 21 ever entered the institution of higher education which they had planned on five years earlier, and only 13 secured their baccalaureate degree. In other words the junior college was actually terminal for about four out of five of the original group of students. The great majority had taken courses of study in the junior college designed primarily to prepare them for advanced university work, something that only a small minority ever did—not for immediate entrance into life occupations, something that the great majority actually did.

In connection with the Carnegie survey of higher education in California in 1932, Webb made an extensive analysis of the holding power of junior colleges in the state. He analyzed the records of more than 10,000 students who entered as freshmen. He found that only 28 per cent graduated from the junior colleges and only 19 per cent transferred to other institutions following their graduation.

Both of the preceding studies were made several years ago in a single state. Conditions may have changed since that time or may be quite different in the United States as a whole from those found in California. It is desirable, therefore, to present other evidence, if possible, in our effort to answer the two important questions at the beginning of this section.

*Mississippi study.* In 1934 and 1935 a follow-up study was made of almost 900 sophomores in public junior colleges in Mississippi.<sup>10</sup> Sixty per cent had expressed intentions of entering higher educational institutions the following session. Barely a third of the graduates actually entered such institutions. Many students drop out of junior college before graduation; but of those who did graduate the sequel

<sup>10</sup> Kirby P. Walker, "A Check on Student Expectations," *Junior College Journal* (April 1936), 6:345-46.

proved that the junior college was actually *terminal* in character for two-thirds of them, even though only one-third of them but a few months earlier had thought it would be. This later Mississippi study, then, tends to corroborate in general terms the earlier California analyses reported above.

*Kansas City data.* Kansas City Junior College, Missouri, celebrated its twenty-fifth anniversary in June, 1940. At that time it was announced that 19,000 students had been enrolled in the institution during its 25 years of service but that only 3,000 of these had ever entered any higher educational institution. In a quarter century of its history, this junior college had proved to be actually terminal in character for almost 85 per cent of its students even though it was organized primarily on the college preparatory or transfer basis.

## SURVIVAL OF JUNIOR COLLEGE STUDENTS

57,826 freshmen in 392 junior colleges

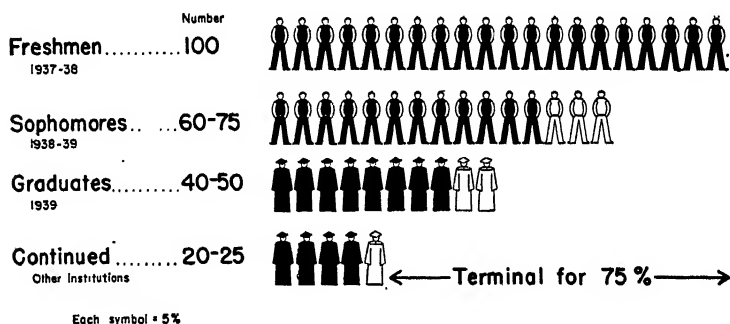


Figure 32. SURVIVAL OF JUNIOR COLLEGE STUDENTS IN 392 JUNIOR COLLEGES

*National study.* Much more recent, far more extensive, and therefore of decidedly greater significance is an analysis undertaken by the Terminal Study last year based upon information furnished by almost 400 junior colleges. Data were secured concerning the educational survival and continuance of more than 57,000 students who entered these institutions as freshmen at the beginning of the academic year 1937-38.

Outstanding results of this important study with some supplementary estimates are shown compactly in Figure 32. This chart summarizes the educational history of 100 typical freshmen enter-

ing the average junior college. Of these 100, only 60 completed the freshman year and returned to the same junior college as sophomores. Fifteen more, however, transferred to other institutions during or at the close of their freshman year. The junior college, therefore, was terminal for 25 of the original 100 *freshmen*. Of the 75 entering sophomores (60 in junior college and 15 elsewhere),<sup>11</sup> 50 completed the sophomore year and graduated (40 from the junior college and 10 elsewhere). Of these graduates, 25 (20 from the junior college and 5 after completing the sophomore year elsewhere) continued their formal education in other higher educational institutions. In many respects this is the most important single chart in this monograph. Its main points can be memorized easily. In the simplest possible terms:

Of 100 junior college freshmen,  
75 continued as sophomores  
50 graduated  
25 continued in other institutions

In other words, *the junior college is terminal, as far as full-time formal education is concerned, for three-quarters of its students who enter as freshmen.*<sup>12</sup>

This important conclusion is based upon the most recent and most extensive data it has been possible to collect from all types of junior colleges in all parts of the country. Summaries of the direct survival data for the left-hand numbers of Figure 32 (100, 60, 40, and 20 per cents) are shown in greater detail in Table IV. It will be noted that the percentage of freshmen continuing their formal education after graduation from the junior college (the most important fact from the standpoint of terminal education) varies from 15 per cent to 25 per cent for most of the groups. The private junior colleges report a little larger percentage of continuance than the public institutions (24 per cent as compared with 18 per cent), but both types of institutions are markedly and prevailingly terminal for the

<sup>11</sup> Detailed analysis of reports from 119 public and 110 private junior colleges showed that in each group 15 per cent of the freshmen transferred to other institutions before completing their junior college courses.

<sup>12</sup> Why do students leave junior college? This is one of the questions that deserves further extensive study. Each junior college should make a study of its own withdrawals over a period of years and analyze the results carefully. One such analysis at Los Angeles City College, covering the records of approximately 3,000 student withdrawals, reported that 46 per cent stopped to go to work, 14 per cent on account of illness, 11 per cent on account of academic failure, 7 per cent from change of residence, etc. See Louise M. Snyder, "Why Do They Leave?" *Journal of Higher Education* (January 1940). 11:26-32.

great share of their students. The largest percentages continuing their formal education are 38 per cent reported by the group of two private junior colleges with enrollments of 1,000 or more, and 35 per cent reported by the group of 22 private junior colleges for men. Every group, therefore, is predominantly terminal in character.

Table IV. CONTINUATION OF JUNIOR COLLEGE STUDENTS\*

Group	No. of institutions reporting	No. of freshmen 1937-38	Percentage of freshmen			Percentage of graduates continuing formal education
			Becoming sophomores, 1938-39	Graduating 1939	Continuing formal education	
<b>All Institutions</b> .....	392	57,826	60	40	20	52
Public.....	190	40,868	59	34	18	54
Private.....	202	16,958	63	51	24	48
<b>Region—Public</b>						
New England.....	0	—	—	—	—	—
Middle States.....	5	345	47	44	26	59
North Central.....	99	16,064	61	36	20	55
Southern.....	47	9,050	53	33	18	54
Northwest.....	5	943	60	43	21	48
Western (California).....	34	14,466	60	32	17	53
<b>Region—Private</b>						
New England.....	19	1,773	65	54	22	40
Middle States.....	27	1,947	58	50	27	54
North Central.....	49	4,034	63	55	28	52
Southern.....	87	7,721	64	50	22	44
Northwest.....	11	974	64	41	22	55
Western (California).....	9	509	65	39	25	65
<b>Size—Public</b>						
Small (0-99).....	27	1,143	50	35	16	47
Medium (100-499).....	127	17,967	58	38	20	52
Large (500-999).....	18	6,455	56	35	20	58
Very large (1,000 or more).....	18	15,303	61	30	16	55
<b>Size—Private</b>						
Small (0-99).....	81	2,944	60	50	25	50
Medium (100-499).....	118	12,718	64	50	23	46
Large (500-999).....	1	217	38	40	17	43
Very large (1,000 or more).....	2	1,079	65	61	38	61
<b>Type of Control—Public</b>						
Local.....	156	32,974	60	34	18	54
State.....	34	7,894	54	34	18	53
<b>Type of Control—Private</b>						
Denominational.....	141	11,878	65	52	25	47
Undenominational, nonprofit.....	48	4,018	59	46	23	49
Proprietary.....	13	1,062	53	48	25	53
<b>Sex of Students—Private</b>						
Coeducational.....	118	10,231	65	49	21	43
Women.....	62	5,228	61	55	27	49
Men.....	22	1,499	60	46	35	75
<b>Negro</b> .....	20	1,304	66	52	15	28
Public.....	4	362	55	41	20	48
Private.....	16	942	71	56	13	22

\* *Continuation of Junior College Students.* The data were collected from reports for the 392 two-year institutions for which all items of information were available. Information on the number of freshmen enrolled in these institutions for 1937-38 and the number of sophomores enrolled in 1938-39 was obtained from the *Junior College Directory*, for 1939 and 1940. The number of students graduating in 1939 and the number continuing formal education were obtained from reports of accredited institutions for *American Junior Colleges*.

This generalization does not mean, of course, that every institution is prevailingly terminal. Distribution of the 392 junior colleges on this basis is summarized in Table V.

One private junior college reports that 100 per cent of its enter-

Table V. DISTRIBUTION OF PERCENTAGES OF FRESHMEN OF EACH INSTITUTION WHO CONTINUE THEIR FORMAL EDUCATION

Percentage	Public	Private
100.....	0	1
90- 99.....	0	1
80- 89.....	0	3
70- 79.....	0	3
60- 69.....	1	4
50- 59.....	2	8
40- 49.....	4	21
30- 39.....	18	33
20- 29.....	60	50
10- 19.....	91	56
0- 9.....	14	22
	190	202

ing freshmen continue their formal education after leaving the junior college; 22 report that less than 10 per cent continue; the largest group, 56 institutions, report 10-19 per cent continuance. Among the public junior colleges, one institution reports more than 60 per cent continuance, 14 report less than 10 per cent continuance, and the largest group, 91 institutions, report 10-19 per cent continuance. The median percentage of continuance for the public junior colleges is 16; for the private junior colleges, 25.

A similar distribution of the percentage of *graduates* of the same junior colleges is given in Table VI.

Table VI. DISTRIBUTION OF PERCENTAGES OF GRADUATES OF EACH INSTITUTION WHO CONTINUE THEIR FORMAL EDUCATION

Percentage	Public	Private
100.....	1	8
90- 99.....	3	4
80- 89.....	11	18
70- 79.....	15	22
60- 69.....	36	19
50- 59.....	47	25
40- 49.....	38	30
30- 39.....	21	23
20- 29.....	15	29
10- 19.....	3	18
0- 9.....	0	6
	190	202

The median percentage for public junior colleges is 53; for the private junior colleges, 48.

The fundamental problem of terminal education in the junior college can be shown most compactly by a figure repeated from the second monograph of this series,<sup>13</sup> Figure 33. The two companion circles at the top of Figure 33 show that only one-third of the junior college

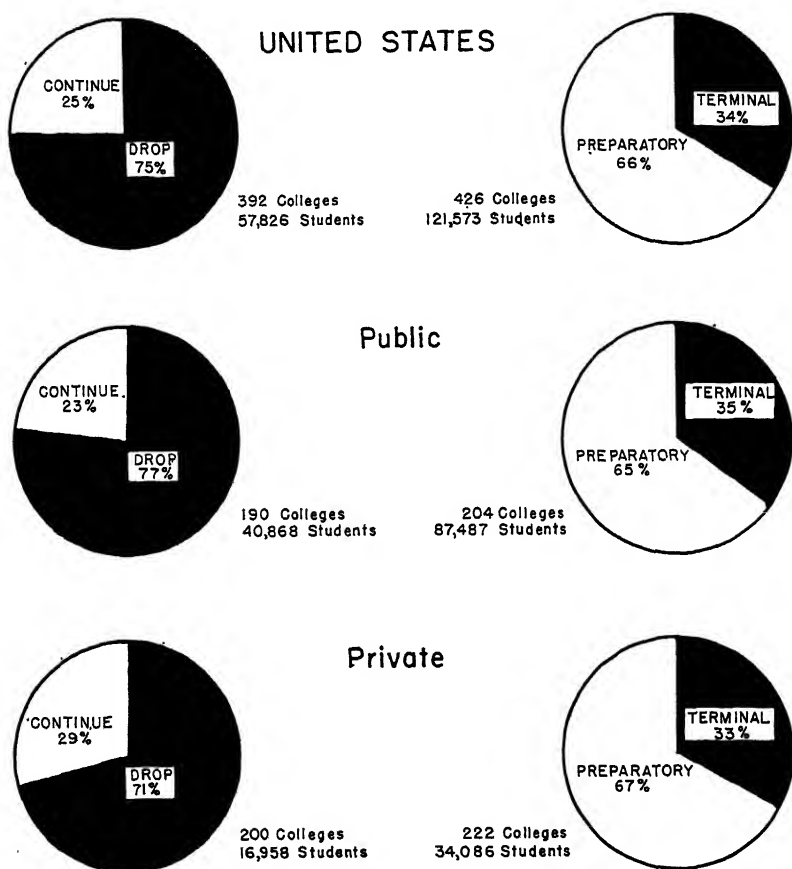


Figure 33. COMPARISON OF DROP-OUTS AND TERMINAL ENROLLMENTS IN UNITED STATES FOR ALL JUNIOR COLLEGES, PUBLIC AND PRIVATE, 1938-39

students of the country are enrolled in terminal courses designed primarily to prepare them best for what actually 75 per cent are going to do—drop out of school at the completion of their junior college

<sup>13</sup> W. C. Eells and others, *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941, p. 61.



courses or earlier. It also shows that two-thirds of them are taking courses designed primarily to prepare them for advanced courses in the university, although only a quarter of them will ever enter the university.<sup>14</sup>

The situation is not significantly different for the public and the private junior colleges. Practically the same statement may be made for each group as shown by the two groups of circles which form the lower part of Figure 33.

It should be axiomatic that these continuing thousands of young people should not be educated primarily for something they will not do if they can be educated better for the things they will do. Although two-thirds of the country's junior college students are preparing for advanced work in the university or four-year college, three-fourths of them will not go beyond the two junior college years, if we are justified in judging from the most recent data country-wide in extent.

### 10. Popularity of Terminal Curricula

Junior college administrators sometimes have stated that they have offered various terminal curricula but that their students will not enroll in them in any significant numbers. They insist on preparing for the university, or their parents insist for them, even though the data show that three-quarters of them, in all probability, never will enter any higher educational institution. Terminal work is not popular. Can any evidence be presented of increasing popularity of terminal curricula where they have been given under favorable circumstances?

*Pasadena's experience.* Perhaps the best available data covering a relatively long period with marked change in student sentiment is that furnished by Pasadena Junior College, California. This information is summarized in Figure 34. Each row of figures in cap and gown represents the entire graduating class of one year. Classes are shown at three-year intervals. In 1926, in common with the experience of many other junior colleges, only 4 per cent of the graduates were in terminal courses—96 per cent graduated from courses of study preparing them primarily for continuance in the university. After a lapse of three years, however, a marked change had occurred, for a third of the students had chosen courses of study of the terminal type. Three years later, in 1932, the percentage of terminal students in

<sup>14</sup> For similar comparisons covering regional areas and many individual states, see *Present Status of Junior College Terminal Education*, pp. 62, 64, 65.

the graduating class had increased to 40 per cent. After another three years the balance changed from preparatory to terminal with no less than 60 per cent choosing the terminal curricula. The proportion of students in the terminal work continued to increase until in 1938 it was more than two-thirds, and in 1940 it was close to three-quarters.

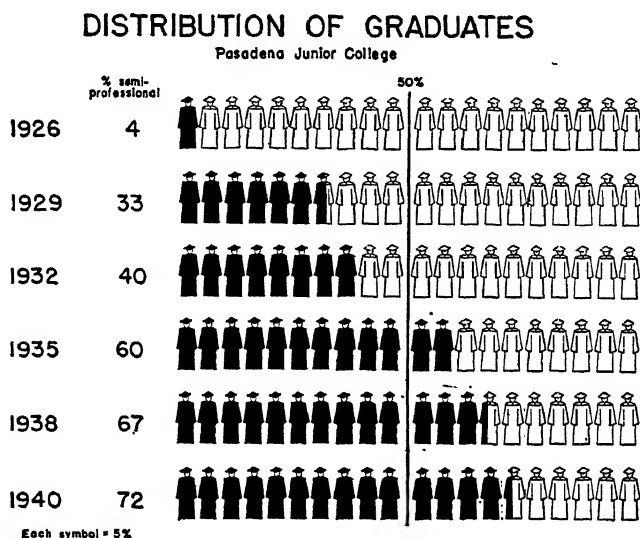


Figure 34. PROPORTION OF GRADUATES IN TERMINAL CURRICULA, PASADENA JUNIOR COLLEGE, 1926 TO 1940

This is quite a remarkable record of complete change in student practice. Why did such a change take place? Was it accidental or were there reasons for it? If the latter, would these same reasons apply in other institutions also, or are they peculiar to Pasadena? These questions are best answered by quotation from a personal letter to the author written by one of the Pasadena counselors after seeing Figure 34 exhibited as a lantern slide. He writes:<sup>15</sup>

In the beginning let me say that there is probably *no single reason* why students are attracted to our terminal curricula. Certainly any junior college meriting success on this score simply *must have* a rich and flexible curriculum to whose various options students may properly be distributed. Yet it is doubtless true that many institutions do have this, do provide adequate administration, etc., and still fail to enroll in terminal curricula the students that should be enrolled there.

<sup>15</sup> Personal letter from H. I. Weitzel, November 4, 1940. Quoted by permission.

So it is my thought that the reason we have so little difficulty in enrolling our students in terminal curricula (and in graduating them therefrom) is to be found in our guidance service. Pasadena Junior College with two deans of guidance, six full-time counselors, and eight part-time counselors does offer a guidance set-up and counseling opportunities that are unique even for an institution of 6,700 students.

The feature of our guidance service that has most to do with placing students in terminal curricula is the first interview which every student has with his counselor. Since our office is open the year around, the great majority of these interviews are held (and logically so) during the summer. We make it a point to grant no appointments for interviews unless a transcript of the student's previous record has been received. "No transcript—no interview." We also invite the student's parent (or parents) to come at this time, and a very large percentage of them do.

Now we have found that, when student, parent, counselor, and record sheet can be assembled at a given place and ample *time* provided to discuss the student's vocational choice and the *plans* for realizing that choice, things really happen.

One merely has to point out the "amounts" and "kinds" of intelligence necessary for success in the semiprofessions as opposed to the strictly professional fields, the recommended high school patterns of subjects involved, the quality of high school work and later college work demanded, the opportunities for employment upon graduation, the length of the courses, the cost of the different training programs, opportunity to "work one's way through school," etc.,—and then leave the final decision to the common sense of the student and parents.

We are gratified in our junior college to observe that at least two times out of three the student and parent jointly will choose, *for one reason or another* and for reasons germane to each student's particular case, a terminal curriculum as most nearly meeting the several needs of the case. When all the factors involved are clearly presented and squarely faced by school and home alike I have great faith in the good judgment of the home to make the obviously better choice of a curriculum. It's as simple as that! But it takes counselor time.

It is evident that the key to success with terminal curricula is not only adequate offerings suited to the needs of the community, but, even more important, adequate and intelligent guidance. Results such as Dr. Weitzel describes do not just happen. They are caused.

*Other reports.* At Los Angeles City College the enrollment in terminal curricula has approximated two-thirds of the total enrollment for a number of years. Both Los Angeles and Pasadena, however, are public junior colleges with thousands of students. Can such results be expected in a relatively small private junior college far distant from California? Tennessee Wesleyan College, with an en-

rollment of approximately 300 students, reports also a marked increase in popularity in its terminal curricula during the past decade, as indicated by the following figures showing percentage of the graduating class each year who completed terminal curricula :

1933	.....23%
1936	.....43%
1939	.....47%
1940	.....69%

In the Worthington Junior College, Minnesota, a public junior college but with less than half the enrollment of Tennessee Wesleyan, 52 per cent of the student body in 1939-40 were enrolled in terminal curricula and 50 per cent of the class of 1940 graduated from terminal curricula.

The particular appeal of semiprofessional courses to young people whose needs were not met fully by previously existing curricula is stated thus by the director of Los Angeles City College:<sup>18</sup>

Semiprofessional courses were first organized to meet the urgent needs of a group, neglected and forgotten—high school graduates—without special aptitude, interest, or scholastic records for entrance into lower division and preprofessional college and university work. Until the coming of the junior college, no adequate provision was made for this youth who met all the specifications for the “forgotten man.” Among this group were and are many youths of fine abilities, fine characters, worthy ambitions, great latent powers for economic, civic, and social service, and enthusiasms that are ready and waiting to be captured for the promotion of community welfare. The results achieved in semiprofessional courses by the members of this once neglected but now recognized and honored group of youth have captured the imagination, the interest, the respect, and the admiration of those young men and young women fully qualified for preprofessional training. For every type of youth within these two groups, semiprofessional courses provide that firm foundation in liberal arts and occupational skills on which the individual can build a life that is happier and more successful.

The examples just given are not typical. Unfortunately, they are the exceptions. But they show what has been done in large institutions, in small institutions, in public institutions, in private institutions. Terminal curricula have been popularized in the minds of both students and parents. Terminal curricula can be popularized in other junior colleges if intelligently interpreted to the student, to the parent, and to the community.

<sup>18</sup> Rosco C. Ingalls, “Evaluation of Semiprofessional Courses,” *Junior College Journal* (May 1937), 7:483-84.

### Conclusion

The vital social and economic factors considered in Chapter II combined with those of an educational nature which have been discussed in Chapter III will affect different junior colleges in different ways. Certainly no uniform pattern should be fixed for junior college development. Many types of institutions and a high degree of flexibility are required to meet varied conditions and differing needs. All of the factors presented in these two chapters, however, should be given thoughtful consideration by junior college board members, administrators, and faculty in studying the ways in which the institutions for which they are responsible best may be adjusted to meet the changing needs of American youth in the difficult decades that lie immediately ahead. The junior college movement must keep moving—and in the right direction.

## Chapter IV

# JUDGMENTS OF EDUCATORS AND LAYMEN

IN VIEW of the rapidly changing social, economic, and educational conditions as outlined in the two preceding chapters, it seemed desirable for the Terminal Education Study to endeavor to secure the present judgments of a considerable number of the educational and lay leaders of the country concerning a few important questions related to junior college terminal education. This investigation has been referred to in the preceding chapters. It is reported more fully and in systematic form in this chapter.

### Method of the Study

*Individuals involved.* A question blank and explanatory letter<sup>1</sup> were sent in September or October, 1940 to almost 4,000 individuals subdivided into 10 groups, as follows:

1. Presidents of publicly controlled junior colleges. As shown by the *Junior College Directory 1940* and supplementary records in the office of the American Association of Junior Colleges

2. Presidents of privately controlled junior colleges. As shown by the *Junior College Directory 1940* and supplementary records in the office of the American Association of Junior Colleges

3. Presidents of publicly controlled accredited universities and four-year colleges. As shown by Marsh's *American Universities and Colleges*, fourth edition, 1940

4. Presidents of privately controlled accredited universities and four-year colleges. As shown by Marsh's *American Universities and Colleges*, fourth edition, 1940

5. City superintendents of schools. In cities of more than 100,000 population and in selected smaller cities most of which had publicly controlled junior colleges. Taken from United States Office of Education's *Educational Directory, 1940*

6. University registrars and state department representatives. Officials chiefly concerned with accreditation of junior colleges as listed in *American Junior Colleges*, Chapter V

<sup>1</sup> See appendix (pp. 328-9) for copies of letters of transmittal.

7. Educational editors. Editors of selected national and state educational periodicals. Taken from Educational Press Association's *Sixteenth Yearbook*, June, 1940

8. Miscellaneous educational leaders. Officers of educational foundations, officers of national educational organizations, representatives of United States Office of Education, state superintendents, deans of schools of education, professors of education, etc.

9. Labor union leaders. Presidents of all national and international labor unions affiliated with the American Federation of Labor or the Congress of Industrial Organizations

10. Business and professional men in junior college communities. In order to secure the names of these men the following paragraph was included in the explanatory letter sent to each junior college president: "The Commission also wishes to secure the judgments of a group of representative business and professional men in junior college communities on these same questions. Will you, therefore, also send me, before October 1, the addresses of five of the most outstanding leaders in your community or constituency—editors, businessmen, ministers, lawyers, physicians, chairman of your board—your own selection of the five most prominent and competent men or women who know something of the significance of the junior college movement in your locality." More than 300 junior college presidents complied with this request, not all, however, furnishing five names each. A considerable number of the names suggested were of women.

*Replies received.* Number of letters sent out and number and percentage of replies received for the entire group and for each of the 10 subgroups are shown in Figure 35.<sup>2</sup> Replies were received from slightly over half of those to whom requests were sent. The best percentages of replies came from university registrars and state department officers and from the presidents of publicly controlled junior colleges, almost three-quarters of these two groups replying; the poorest percentage came from the labor union group, only nine per cent of whom responded. The large group of business and professional men replied almost as well as the average of the entire group.

*Questions asked.* The 10 questions asked were designed not to secure factual information but to elicit expressions of opinion and considered judgments on general matters of educational policy from

<sup>2</sup> Some university and college presidents referred the blanks to their registrars or deans who filled them out. It was not feasible to segregate these in tabulating the returns. It may be assumed that they represented institutional policy and judgment even when not filled out by the president in person.

## PERCENTAGE OF REPLIES TO QUESTIONNAIRE

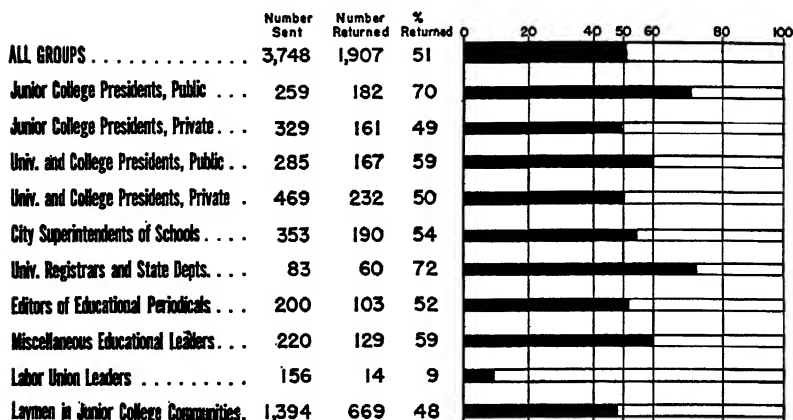


Figure 35. PERCENTAGE OF REPLIES RECEIVED FROM 10 GROUPS OF EDUCATORS AND LAYMEN WHO WERE ASKED TO EXPRESS THEIR JUDGMENTS ON A SERIES OF QUESTIONS RELATING TO JUNIOR COLLEGE TERMINAL EDUCATION

this varied group of educators and laymen. In the remainder of this chapter each of these questions will be stated and the 1,907 replies summarized. In a few cases a question was not answered or the answer was so indefinite that satisfactory classification was impossible. The number of cases of this type, with one exception, varied from 3 per cent to 10 per cent of the replies to the different questions. Details are given with reference to each question later in this chapter.

In a number of cases replies indicated that the questions had been referred to special committees or had been made the subject of discussion and group judgment at a special faculty meeting. Aside from the value of the summarized replies, therefore, as presented here and in Chapters V and VI, is the fact that these important questions have been considered and in many cases discussed by several thousand educators and laymen in all parts of the country. Even many of those who did not send in their replies perhaps gave some thought to the fundamental problems of policy indicated by the questions.

### Age of Permanent Employment

*Question 1.* "Do you think that in your state or region young people



increasingly will be unable to secure full-time employment before they are 20 or 21 years of age?"

Replies from the 1,907 respondents may be summarized as follows:

Yes, unqualified .....	1,128	59%
Yes, qualified .....	246	13
No, unqualified .....	333	18
No, qualified .....	84	4
Blank or indefinite .....	116	6
	<hr/> 1,907	<hr/> 100%

If the blank or indefinite answers are eliminated and the other four replies grouped into the two simple categories, "yes" and "no," the general tenure of the replies can be shown simply in graphic form not only for the group as a whole but for each of the 10 component groups. This is done in Figure 36.

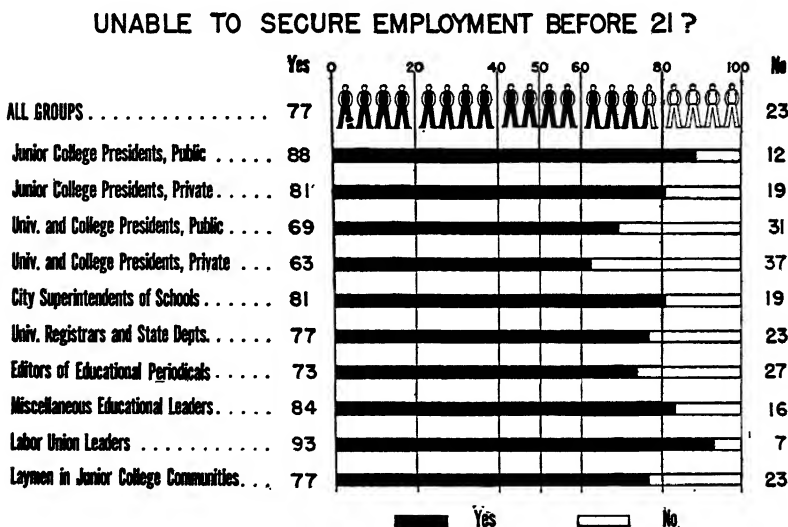


Figure 36. SUMMARY OF REPLIES TO QUESTION 1

More than three-quarters of both the educators and the laymen agree that in their areas young people increasingly will be unable to secure full-time employment until they are 20 or 21 years of age. This feeling is held most strongly by the small group of labor union men. The presidents of private universities and colleges are least sure

of this trend, but almost two-thirds of them also agree. Among the educational groups the presidents of public junior colleges hold most strongly to this view.

### Suitability of University Courses

*Question 2.* "Do you think that the courses of study open to freshmen and sophomores in the average university or liberal arts college adequately fit the needs of students who will spend only two years in college?"

Replies to this question may be summarized as follows:

Yes, unqualified .....	125	7%
Yes, qualified .....	64	3
No, unqualified .....	1,547	81
No, qualified .....	89	5
Blank or indefinite .....	82	4
	<u>1,907</u>	<u>100%</u>

Using the same method as explained for the first question, these results are presented also graphically in Figure 37.

### UNIVERSITY COURSES FIT TERMINAL STUDENTS?

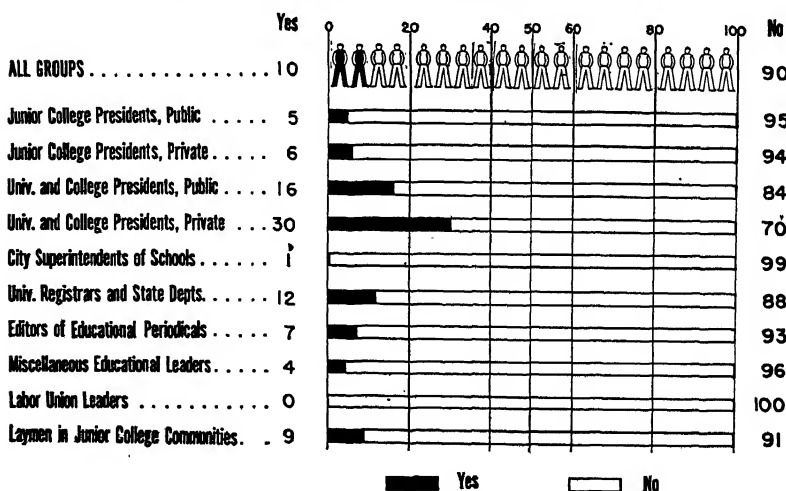


Figure 37. SUMMARY OF REPLIES TO QUESTION 2

Both educators and laymen are very emphatic indeed in their opinions that the courses of study open to freshmen and sophomores

in the average university or liberal arts college do not adequately fit the needs of students who will spend only two years in college. There is more nearly unanimous sentiment on this matter than on any of the other questions which were asked in the entire study. In this connection the fact should be recalled, as stated in the previous chapter, that more than 60 per cent of the students enrolled in the typical American college drop out without securing a bachelor's degree, the greater part of them during or at the end of the freshman or sophomore year.

The only group which shows any marked divergence from the general opinion is that composed of the presidents of private colleges and universities, of whom 30 per cent disagree. Half of their "yes" answers were qualified in some way, however. At the other extreme the labor union leaders are unanimous in their negative opinion, and the city superintendents are almost so, with only one per cent (two men) expressing a contrary opinion.

The problem of courses of study better suited to the needs of young men and young women who will get some college education but will not continue to the baccalaureate degree is evidently a vital one not only for the junior college but for the senior college and the university as well.

### Desirable Proportion of Youth in Universities

*Question 3.* "In your opinion is too large a proportion of youth of college age now enrolled in the standard universities and four-year liberal arts colleges of the country?"

Replies to this question may be summarized as follows:

Yes, unqualified .....	911	48%
Yes, qualified .....	78	4
No, unqualified .....	629	33
No, qualified .....	161	8
Blank or indefinite .....	128	7
	<hr/> 1,907	<hr/> 100%

Using the same method as explained for the first question, these results are also presented graphically in Figure 38.

In this case the opinions are by no means unanimous. The total shows only a small majority of "yes" answers, while four of the 10 component groups give more or less decisive negative majorities.

The range of judgment is decidedly great, varying from more than two-thirds of the private junior college presidents who think too large a proportion of the youth of the country is now enrolled in universities and liberal arts colleges to three-quarters of the labor union representatives who express a contrary view. When the answers to this question are taken in connection with those to the previous ques-

### TOO MANY YOUTH IN UNIVERSITIES?

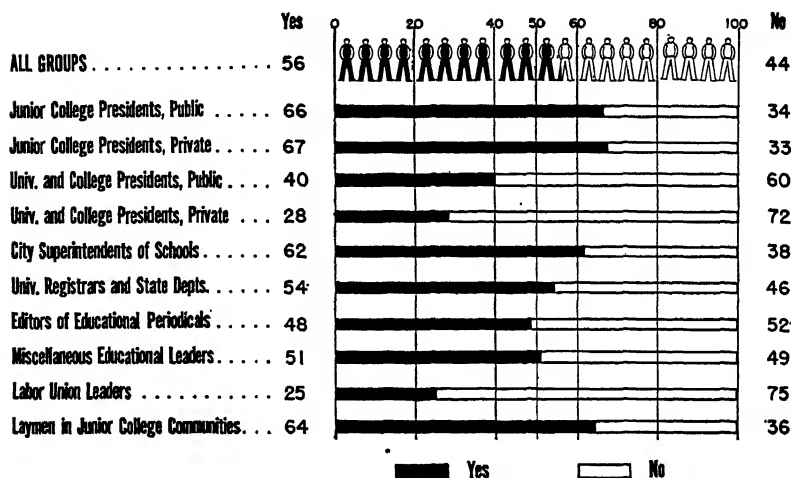


Figure 38. SUMMARY OF REPLIES TO QUESTION 3

tion it seems that about half of the judges feel that the number of students in attendance at present colleges and universities is not excessive; these same judges, however, hold very strongly to the opinion that the work being given many of these students is not best suited to their needs.

### Increase of Junior Colleges

*Question 4.* "In your opinion is the number of junior colleges and the enrollment in them, in your state or region, likely to increase markedly in the next decade?"

If the needs of "terminal" students are not being met adequately in the universities at the present time, as the answers to question 2 would tend to indicate, perhaps they can be met better in junior colleges, particularly if there is a marked extension of the number

and availability of these institutions in the next few years. This question, therefore, was designed to secure judgments on the anticipated junior college growth in the next 10 years—both in number of institutions and in enrollment in them. Note that the question was general in nature, not being limited either to publicly or to privately controlled junior colleges. Replies may be summarized as follows:

Yes, unqualified .....	1,146	60%
Yes, qualified .....	157	8
No, unqualified .....	402	21
No, qualified .....	85	5
Blank or indefinite .....	117	6
	<hr/> 1,907	<hr/> 100%

Using the same method as explained for the first question, these results are also presented graphically in Figure 39.

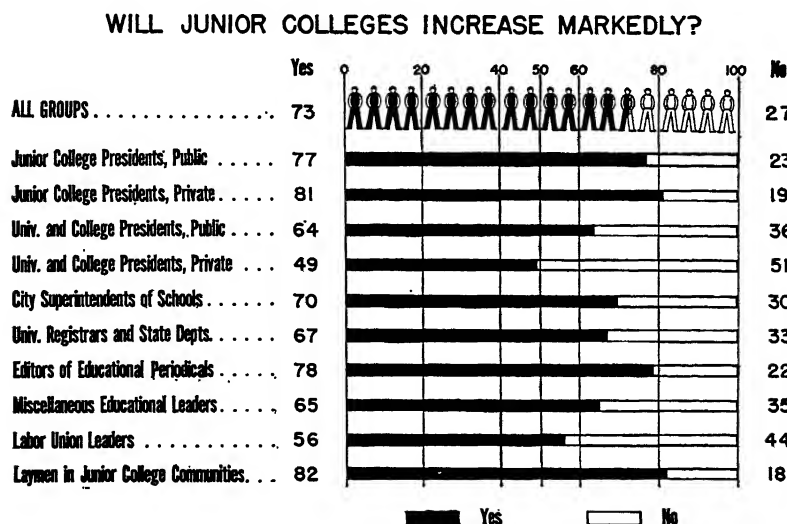


Figure 39. SUMMARY OF REPLIES TO QUESTION 4

The judgment here again is quite strong, by a three to one vote, that there will be a marked expansion in junior college facilities and enrollments in the next decade. Only the presidents of private colleges and universities express a contrary view but by a majority so slight (51 to 49) as to amount to practically a tie vote. It is rather interesting that the strongest opinion anticipating marked growth of

the junior college comes not from general educators, not even from junior college executives themselves, but from the large group of business and professional men. More than four-fifths of this representative group expect a marked junior college growth in the next decade.

### Importance of Terminal and Preparatory Functions

*Question 5.* "Which is the more important function of the junior college: (a) *The terminal function*, designed primarily to give young people who complete their formal education in the junior college preparation for an occupation and also preparation for personal and social citizenship; or (b) *The preparatory function*, designed primarily to duplicate the work of the first two years of the standard university and to prepare for advanced work in the university?"

Replies to this question may be summarized as follows:

Terminal, unqualified .....	1,435	75%
Terminal, qualified .....	10	1
Preparatory, unqualified .....	142	7
Preparatory, qualified .....	1	0
Equal importance .....	247	13
Blank or indefinite .....	72	4
	<hr/> 1,907	<hr/> 100%

### TERMINAL OR PREPARATORY MOST IMPORTANT?

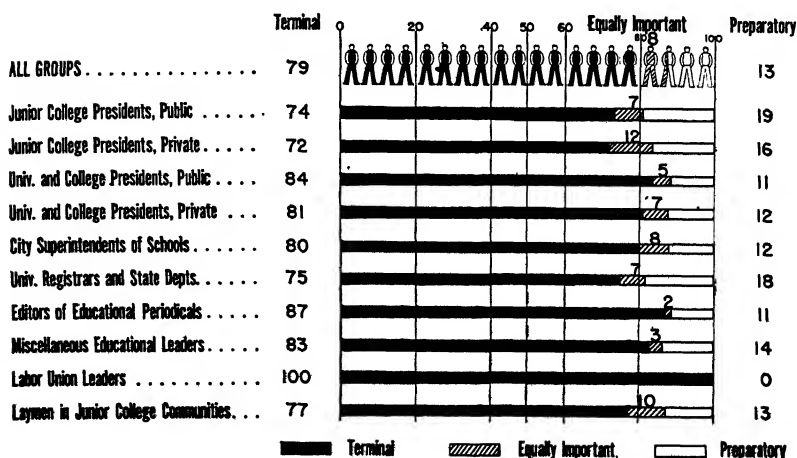


Figure 40. SUMMARY OF REPLIES TO QUESTION 5

Using the same method as explained for the first question, except for a third classification to take care of the "equal importance" replies, these results are also presented graphically in Figure 40.

The judgments thus summarized are very strongly in favor of the greater importance of the terminal function, a view held by almost four-fifths of the judges. Judgments of all groups are high (more than 70 per cent) in favor of the terminal function, although interestingly enough the lowest percentages are found among the presidents of the junior colleges, both publicly and privately controlled institutions. At the other extreme the labor union group is unanimous in giving the terminal function first place. The fact that a majority of the junior colleges at the present time, of both types, probably stress the preparatory function far more than they do the terminal function shows how far practice may lag behind theory.

### Prospective Junior College Students

*Question 6.* "If junior colleges in your vicinity were adequately equipped to give a variety of semiprofessional curricula and terminal courses of a general character well adapted to community needs, about *what percentage* of high school graduates do you feel ought to enter such junior colleges?"

"Today, in the country as a whole, approximately 75 per cent of all young people of secondary school age (14-18) are enrolled in secondary schools; of these, somewhat more than half graduate. Approximately 15 per cent of all young people of college age (18-22) are enrolled in universities, colleges, professional schools, normal schools and junior colleges."

This was the only question for which certain explanatory data were included. It was felt that a knowledge of these specific facts might aid in arriving at a more intelligent opinion. Replies to this question covered the widest possible range from 31 individuals who thought no high school graduates should enter a junior college to twice that number who thought that the junior college should be the educational destination of every high school graduate. The average for all the replies was 49 per cent—almost half of the high school graduates of the country ought to enter junior colleges provided these institutions are equipped to give a variety of semiprofessional and terminal courses of a general character well adapted to community needs.

No less than 29 per cent of the judges left this question blank or

gave an indefinite reply. Practically all the percentages suggested by the remaining 71 per cent were given in units of 10. They are summarized conveniently in Table VII.

Table VII. SUMMARY OF JUDGMENTS CONCERNING HIGH SCHOOL GRADUATES WHO SHOULD ENTER JUNIOR COLLEGE

Percentage suggested	Number of judges	Percentage distribution
0 .....	31	2.3%
10 .....	63	4.7
20 .....	170	12.6
30 .....	117	8.7
40 .....	79	5.8
50 .....	420	31.1
60 .....	129	9.5
70 .....	176	13.0
80 .....	60	4.4
90 .....	47	3.5
100 .....	59	4.4
	1,351	100.0%

As stated above, the average recommended percentage, as computed from these suggested percentages, was 49 per cent. This re-

### HOW MANY HIGH SCHOOL GRADUATES SHOULD ENTER JUNIOR COLLEGE?

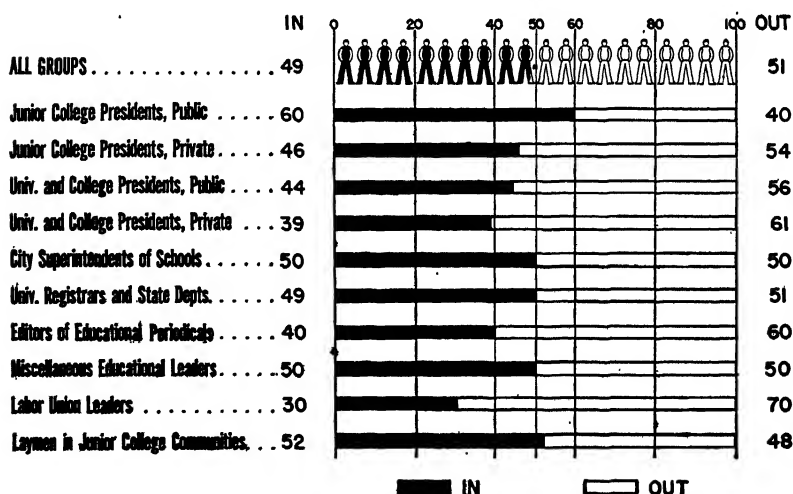


Figure 41. SUMMARY OF REPLIES TO QUESTION 6 SHOWING AVERAGE PERCENTAGE RECOMMENDED BY EACH GROUP



sult and similar percentages for each of the component groups are presented graphically in Figure 41.

The highest average is found, as might be expected, with the presidents of public junior colleges whose average judgment is that 60 per cent of high school graduates ought to enter properly equipped junior colleges. At the other extreme we find the average for the labor union leaders of only 30 per cent. On the whole, however, the average percentages for the different groups tend not to deviate markedly from the general average of about 50 per cent.

### Establishment of Public Junior Colleges

*Question 7.* "Should additional publicly controlled junior colleges be established in your state so that they will be easily accessible to the great majority of high school graduates?"

This question and the following one deal specifically with public junior colleges while all others concern the junior college movement as a whole. In this connection it should be remembered that the public junior colleges are in the minority numerically in the country (43 per cent) but that they enroll almost three quarters (71 per cent) of the students. Replies to this question may be summarized as follows:

Yes, unqualified .....	990	52%
Yes, qualified .....	192	10
No, unqualified .....	533	28
No, qualified .....	100	5
Indefinite or blank .....	92	5
	<hr/>	<hr/>
	1,907	100%

Using the same method as explained for the first question, these results are also presented graphically in Figure 42.

Two-thirds of the judges feel that additional publicly controlled junior colleges should be established in their states so as to be easily accessible to most high school graduates. The strongest opinion on this point, rather surprisingly, comes not from the public junior college executives but from the editors of educational periodicals and labor union leaders. Almost a two to one vote in opposition is registered by the presidents of the private universities and colleges. The labor union men are unanimously in favor of such extension while the business and professional men divide almost evenly on the question.

## SHOULD MORE PUBLIC JUNIOR COLLEGES BE ESTABLISHED?

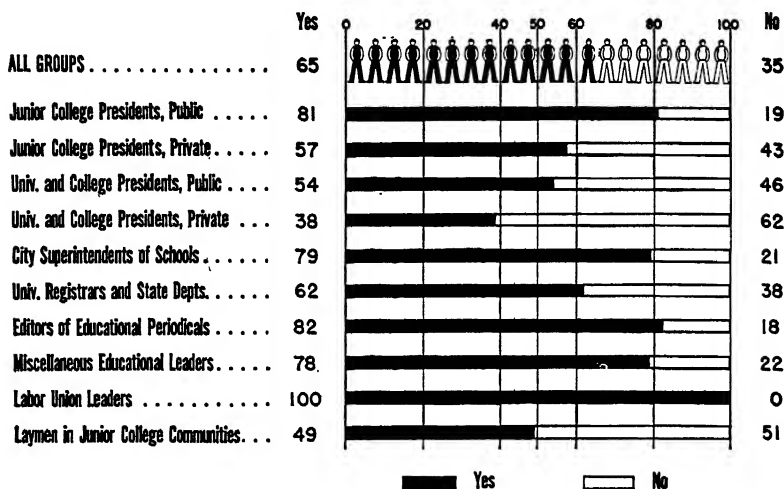


Figure 42. SUMMARY OF REPLIES TO QUESTION 7

## Support of Public Junior Colleges

*Question 8.* "(a) Should publicly controlled junior colleges be supported entirely by public funds with no charge for tuition to students—as in public high schools today? (b) If not, what proportion of the cost should be met by student tuition?"

Replies to the first part of this question may be summarized as follows:

Yes, unqualified	744	39%
Yes, qualified	53	3
No, unqualified	1,031	54
No, qualified	19	1
Indefinite or blank	60	3
	<hr/> 1,907	<hr/> 100%

Using the same method as explained for the first question, these replies are also presented graphically in Figure 43.

In spite of our theory of free public education, particularly at the secondary level, and the practice in such progressive junior college states as California, Arizona, Kansas, and Mississippi, and to a lesser extent in a dozen or more other states (see Figure 26), we

find that the vote is distinctly unfavorable (57 to 43) to complete support of public junior colleges by taxation with free tuition to the students. Only a small majority of the public junior college executives themselves, as well as of the city superintendents, favor the proposal. The support for it is much stronger on the part of the educational editors and the miscellaneous group of educational leaders; strongest support of all on the part of the labor union representatives. Strongest opposition is found among the presidents of the

### SHOULD PUBLIC JUNIOR COLLEGES BE FREE?

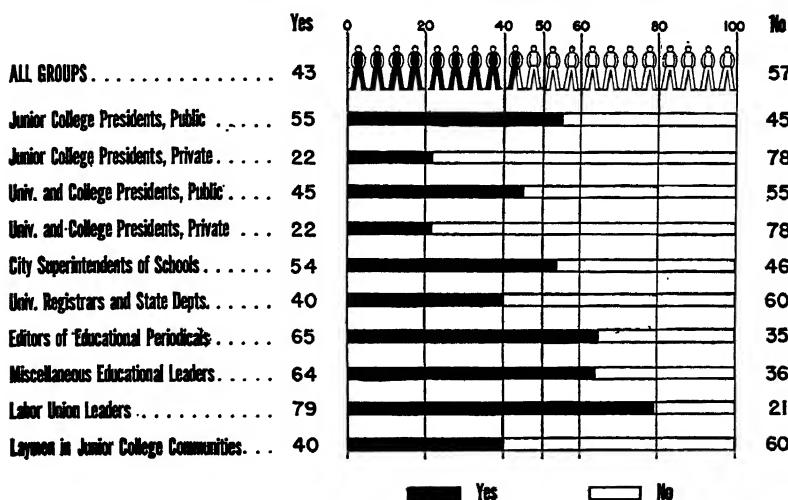


Figure 43. SUMMARY OF REPLIES TO QUESTION 8a

private junior colleges and the presidents of the private universities and colleges, each of these two groups voting almost four to one against free tuition.

An analysis of the second half of the question for the 1,050 individuals who felt the public junior college should not be entirely free but should be supported at least in part by student tuition, shows that only 656 ( 62 per cent) suggested definite percentages of cost that should be met by students. The remaining 38 per cent of these replies were indefinite or blank. Opinions of the group that expressed a preference for some definite percentage are summarized in Table VIII.

TABLE VIII. SUMMARY OF JUDGMENTS CONCERNING PROPORTION OF COST OF JUNIOR COLLEGE EDUCATION THAT SHOULD BE PAID BY STUDENTS

Proportion of cost to be paid by students	Number	Per cent
100%.....	44	6.7%
90- 99.....	0	0.0
80- 89.....	2	0.3
70- 79.....	13	2.0
60- 69.....	17	2.6
50- 59.....	46	7.0
50 "half".....	294	44.8
40- 49.....	7	1.1
30- 39.....	77	11.7
20- 29.....	101	15.4
10- 19.....	53	8.1
0- 9.....	2	0.3
	656	100.0%

The greatest number of the replies summarized above favor the student's paying half the cost of his junior college education, with considerable numbers in favor of a third or a quarter. The average of the above percentages is 46 per cent. This fact, and the similar average percentages computed for each of the 10 component groups, are presented graphically in Figure 44. Most of these averages approximate 50 per cent. For only two groups are they below 40 per cent—heads of public junior colleges and miscellaneous educational leaders.

## WHAT PART OF COST SHOULD STUDENT PAY?

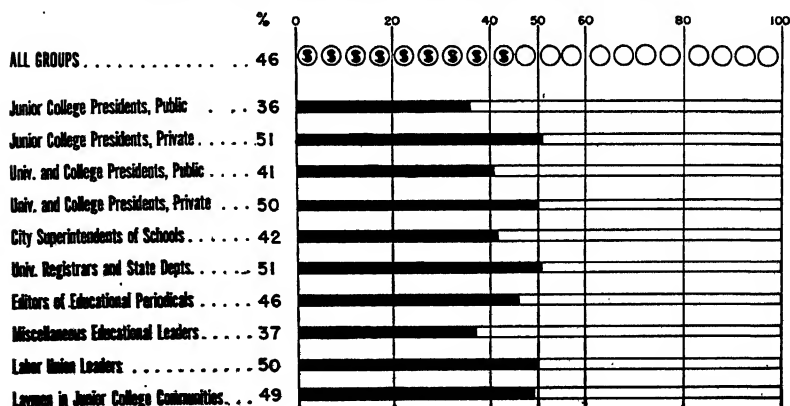


Figure 44. SUMMARY OF REPLIES TO QUESTION 8b

### Cooperation or Competition

*Question 9.* "Do you feel that the junior college is primarily an institution in competition or in cooperation with other institutions of higher education?"

Much interest attaches to this question. Can and should the junior college work in cooperation with other institutions of higher education all endeavoring to meet as best they may the varied needs of all classes of the youth population of college age? Or are these institutions to be thought of essentially as competitors for the same students? Are they friends or foes? Rivals or allies? Judgments of the 10 groups of judges on this vital question are of more interest and significance than the single condensed summary for the whole group. The latter, however, will be given first. It may be summarized as follows:

Cooperation, unqualified .....	1,392	73%
Cooperation, qualified .....	13	1
Competition, unqualified .....	268	14
Competition, qualified .....	2	0
Neither, both, or equal .....	33	2
Indefinite or blank .....	199	10
	<hr/> 1,907	<hr/> 100%

### JUNIOR COLLEGE COOPERATIVE OR COMPETITIVE?

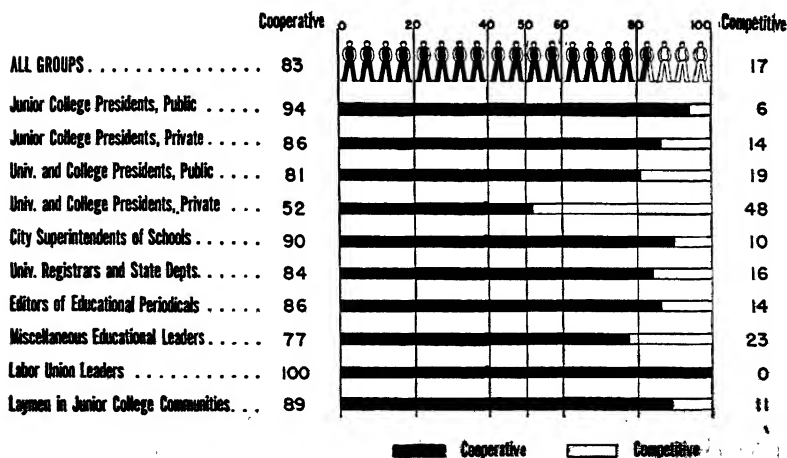


Figure 45. SUMMARY OF REPLIES TO QUESTION 9

Using the same method as explained for the first question (except that the small number of "neither, both, or equal" votes have been divided between "cooperation" and "competition"), these results are also presented graphically in Figure 45.

It is very significant to find that the vote is decisively (almost five to one) for the junior college as a cooperating, not a competing, institution. With the exception of the vote on question 2, this is the most decisive majority, the most nearly unanimous sentiment, expressed by this group of almost 2,000 judges representing all varieties and types of educational and lay experience and judgment. Every one of the 10 component groups shows a majority in favor of the cooperative interpretation although the margin in the case of the presidents of the privately controlled universities and colleges is small. The presidents of publicly controlled universities and colleges, however, vote more than four to one in favor of cooperation; the university registrars and state department officials who should be in a particularly favorable position for judging the junior college intelligently, vote even more strongly in favor of this interpretation; the educational editors and the business and professional men are still stronger, the latter group voting eight to one in favor of cooperation. The old question of the junior college *or* the senior college, then, may well give place to a saner and happier interpretation of the junior college *and* the senior college and other units of our varied higher educational system—all having important and largely complementary parts to play in meeting the needs of high school graduates in the period before they are ready to be absorbed into the industrial life, the commercial life, the home life, the semiprofessional life, and the professional life of the nation.

### General Judgments

*Question 10.* "Please make a general statement (below, or on the back of this page) giving your general judgment of the significance of the junior college movement, particularly with reference to its terminal aspects. (Permission given to quote this statement, in whole or in part, if desired.)"

This is the type of question for which a large number of failures to reply is to be expected, particularly when permission to quote is asked. It is somewhat surprising, therefore, to find that some expression of general judgment was given by more than 75 per cent of the entire

group, varying from 64 per cent to 81 per cent of the 10 component groups. The highest percentage of replies came from the business and professional men. Some of the replies covered several pages.

For each of the preceding nine questions statistical summarization was possible. The statistical method has its advantages; it also has its disadvantages. It is compact and convenient and shows clearly the trend of judgments, but personality, individuality, and emphasis on particular facts necessarily are lost in totals, averages, and percentages. An effort was made to take account of some of these individual variations by classifying the responses as "unqualified" or "qualified" but of course the numerous differences in the content and significance of the different qualifications could not be shown.

For the final question, therefore, no effort has been made to summarize replies on a numerical basis. Instead replies have been selected from each group for quotation. An effort has been made to choose opinions that are unfavorable as well as those that are favorable in each group. Obviously it is impossible to give many of the replies in full, but it is hoped that when abbreviation has been necessary extracts selected for quotation are in harmony with the general tone and spirit of the longer statements from which they are taken. The replies quoted from various groups of educational leaders (groups 1 to 8 inclusive as defined on pp. 70-71) are given in Chapter V; those from laymen (groups 9 and 10 as defined on page 71) in Chapter VI.

## Chapter V

# SELECTED STATEMENTS OF EDUCATORS

**I**N THIS CHAPTER will be found selections from the general statements from various groups of educators giving their judgments of the significance of the junior college movement particularly with reference to its terminal aspects. These statements quoted (with permission) in whole or in part are arranged in eight groups as follows:

- Presidents of public junior colleges
- Presidents of private junior colleges
- Presidents of public universities and colleges
- Presidents of private universities and colleges
- City superintendents of schools
- University registrars and state department officials
- Editors of educational periodicals

Miscellaneous educators, including officers of educational foundations and national educational organizations, representatives of the United States Office of Education, state superintendents, university and college deans, deans of schools of education, professors of education, etc.

Arrangement of statements in each group is alphabetical by states and alphabetical by cities and institutions within each state. The wide distribution of several of the groups of educators quoted is shown by maps which indicate the state of residence of the quoted individual.

### Presidents of Public Junior Colleges

MONROE H. CLARK, *President, Gila Junior College, Arizona*

In my opinion the junior college is being reorganized and shaped to meet the needs of its respective community better than any other educational institution. In our own junior college, for example, we have shifted away gradually from the purely academic curriculum to include more and more of the terminal or completion courses.

E. W. MONTGOMERY, *President, Phoenix Junior College, Arizona*

Whereas many students of a generation ago were able to take positions in the business, industrial, and agricultural life of the nation at the completion of high school, much more education is now de-



manded. It is financially impossible and economically inadvisable for students to get this higher education in boarding schools where it is at all feasible to establish a local junior college.

J. W. HULL, *President, Arkansas Polytechnic College, Arkansas*

We believe that while a steadily increasing variety of semiprofessional curricula will be offered, with vastly increased enrollment in these curricula, the principal function of the junior college will be the rounding out of the general education of the student for his increased value to society as an individual and as a citizen.

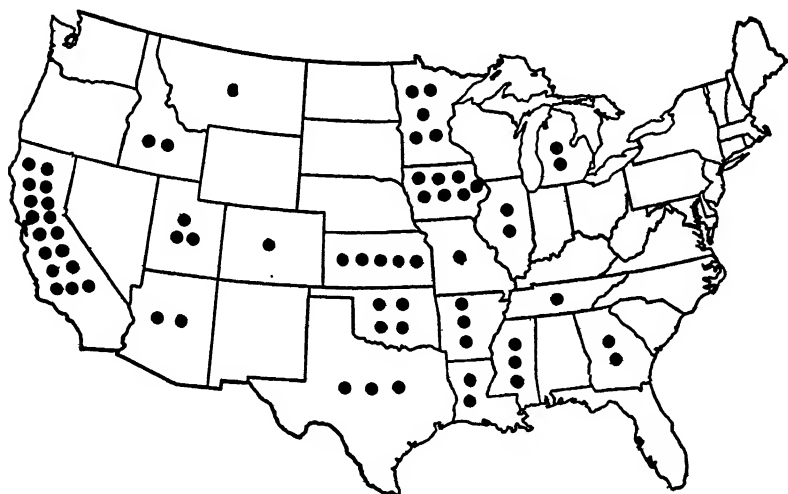


Figure 46. LOCATION BY STATES OF 66 PUBLICLY CONTROLLED JUNIOR COLLEGES WHOSE PRESIDENTS OR DEANS ARE QUOTED

E. Q. BROTHERS, *Dean, Little Rock Junior College, Arkansas*

In my judgment the junior college has the most challenging opportunity that ever confronted any department of our educational system, in the nature of terminal courses. It is challenging because we know so little about it.

C. A. OVERSTREET, *President, State Agricultural and Mechanical College, Arkansas*

I believe that eventually the junior college will be an institution devoting the major part of its time and energy toward terminal

courses. However, the old traditional idea is so strongly entrenched in the minds of parents that it is going to take a rather long drawn out educational process to popularize terminal courses.

DAVID J. ROACH, *Dean, Antelope Valley Junior College, California*

The primary function of the junior college has now become that of providing both general education and semiprofessional training to meet the educational needs and interests of that large group of young men and women whose education will end with their junior college experience. Unfortunately, the junior colleges have not fully realized the responsibilities and possibilities which are involved in the training of this large group of terminal students.

F. S. HAYDEN, *Principal, Citrus Junior College, California*

The junior college is a definite upward extension of secondary education coming at just the right time to help the nation meet its youth problem growing out of economic and technological difficulties. It is a great forward step in education. If given a chance by legislation and finance it would sweep the continent as the high school movement has done in the last two decades. A new scientific and cultural world demands the training. Will we meet the challenge or keep our young people sitting in idleness for two years after high school graduation?

GEORGE H. GEYER, *Director, Glendale Junior College, California*

The junior college must move more rapidly from a type of program which apes that of the lower division of the university into a program which effectively will prepare young men and women for economic and civic competency.

N. H. MCCOLLOM, *President, Lassen Junior College, California*

Junior colleges are indeed the "people's colleges," designed and organized to provide graduates with marketable skills and knowledge that they may become self-supporting citizens of our American democracy.

DWIGHT C. BAKER, *President, Modesto Junior College, California*

The junior college terminal curriculum is probably the most strategic thing in education of today. The youth problem of today is well known from various national reports. The institution that handles more directly and successfully than any others this youth problem is

the junior college. The terminal curriculum in trade and industry, in business and secretarial training, in vocational homemaking, as now in force in this junior college for five or six hundred students, has proved to be the most significant thing for central California post-high-school education in the last two decades (since we have been in existence as a junior college). It is attracting students from over 30 counties in California and from over 15 states. If the junior college survives it will be because it does develop this terminal education and not because of its academic work, however good that may be.

JOHN W. HARBESON, *Principal, Pasadena Junior College, California*

If the junior college is to discharge its terminal function adequately the "one thing needful" is cooperation with the high school rather than the university. For this group of terminal students the university might as well not exist. By a close tie-in with the upper high school years a program of education can be worked out cooperatively which will make possible an adequate foundation in general education and (on the trade and semiprofessional level) a reasonable vocational orientation and training in the field of the student's choice.

JOHNSTON E. WALKER, *Principal, Pomona Junior College, California*

I cannot see how any community can afford to be without the junior college and its terminal functions.

J. O. McLAUGHLIN, *Principal, Reedley Junior College, California*

The junior college movement is designed to match training and opportunity for youth in America.

RICHARD J. WERNER, *President, Salinas Junior College, California*

The terminal field has been neglected more than has the preparatory field, and some of our best thought should be placed upon the methods to be used in guiding young people into fields of study for which there is a reasonable expectation of success.

HELEN E. WARD, *Principal, Salinas Evening Junior College, California*

Junior colleges for *adults* should be administered separately from those for the late adolescent. Aims and purposes, methods, and organization should be different.

FRANK A. BAUMAN, *Dean, San Benito County Junior College, California*

Life today in the rural districts and in urban areas requires practical culture, ability to speak well, to meet and deal with people and to develop a lot of plain "horse sense" in everyday economic, social, and domestic activities. If the trends point to fewer "white-collar" jobs, then practical skills, general friendship between employer and employee, and satisfaction with a lesser lot in life must be expected by a majority of high school graduates.

NICHOLAS RICCIARDI, *President, San Bernardino Valley Junior College, California*

The educational director of a large aircraft corporation recently stated that "one out of 10 applicants is employed in productive jobs and one out of 50, in nonproductive or white-collar jobs." That fact rightly interpreted means that the junior college should assume the responsibility of providing a program of terminal education which fits more persons to do efficient work in the productive occupations without in any way reducing the effectiveness of the university preparatory program. It is significant and gratifying to observe that the junior college movement is definitely in the direction of meeting more adequately through terminal education the needs of nearly 75 per cent of the junior college enrollees who are not university-bound.

A. J. CLOUD, *President, San Francisco Junior College, California*

The junior college is properly a community college. It seeks to make a continuous study of community needs, and to respond by developing types of instruction or of training that will meet such needs. Thereby, many terminal programs become desirable or necessary because they conform to the demands of the community situation.

ELMER C. SANDMEYER, *Director, Santa Monica Junior College, California*

The junior college makes possible the development of a more intelligent citizen in an increasingly complex civilization; provides opportunity for broader vocational preparation; and bridges the gap between high school graduation and employment with wholesome and fruitful experiences.

DWAYNE ORTON, *President, Stockton Junior College, California*

The junior college movement is democracy's significant educational

expression today as the secondary school movement was two and three decades ago. This significance will deepen as the "people's college" concept develops.

NOBLE S. JOHNSON, *Principal, Ventura Evening Junior College, California*

As spokesman for the junior college movement, your committee needs to bring before the general public a better understanding of what is meant by terminal education. The public immediately thinks of nothing but the purely mechanical, vocational type of education, rather than the broader aspect. The most important factor of the junior college should be the preparation of students to contribute efficiently to the welfare of the nation. Then our next duty is to train students for a specific job and if necessary to give them in-service training, thus guaranteeing a truly functional individual in a work-a-day world and cementing the tie between employer and employee and the school.

PEDRO OSUNA, *Dean, Yuba Junior College, California*

I would like to see junior colleges take over part or all of apprentice training for most skilled trades.

HORACE J. WUBBEN, *President, Mesa County Junior College, Colorado*

In our thinking, terminal education is not synonymous with vocational education. We endeavor to stress in all our work such values as are immediate and practical to the individual in his social and civic relations.

ERNEST A. LOWE, *President, Armstrong Junior College, Georgia*

We believe that the junior college should complete the student's general education and that provision should be made for the election of a number of semiprofessional courses. We believe this constitutes the best preparation for life and for senior college. While we are hoping and planning to offer more semiprofessional courses, we believe it would be unfortunate for the present crisis to force the junior college into the status of a vocational school.

ERIC W. HARDY, *President, Junior College of Augusta, Georgia*

I think the growing emphasis upon the terminal aspect of the junior college is one of the most healthful educational signs of the times.

EUGENE B. CHAFFEE, *President, Boise Junior College, Idaho*

The significant contribution of the junior college to the American educational system is its attempt to keep up with the changing conditions in America and provide the needed educational facilities that our economic situation now demands. In this respect, the terminal or semiprofessional phase is particularly important since now, more than ever, people are attending college who do not desire or fit into the old type of higher education.

ORRIN E. LEE, *President, North Idaho Junior College, Idaho*

The junior college movement is the most significant development of our time for the youth and the adults of the smaller communities. It provides the opportunity (à la Americaine) to so many who otherwise would not develop.

DORPH BROWN, *Dean, Herzl Junior College, Illinois*

As the level of our democratic civilization continues to rise and our industrial life becomes more highly complicated and technological, high school graduation cannot give the great mass of young people, who do not go on to the university, adequate training for their proper place in society.

JAMES L. BECK, *Dean, Thornton Junior College, Illinois*

There is no doubt but that the junior college is failing in its function to offer the proper curriculums in large industrial communities where students must work and cannot continue in the university.

T. C. RUGGLES, *Dean, Centerville Junior College, Iowa*

The junior college has given supervision and direction of personality adjustment during the period when young men and women are arriving at the stage of maturity—during such period when they are neither mature nor immature, when they are neither man nor child, when they are thinking yet undecided about a vocation, when they are unemployed and yet must naturally develop and retain their self-respect.

GERALD SHEPHERD, *Dean, Eagle Grove Junior College, Iowa*

When sufficient financial and moral support has been given to junior colleges they will come into their own as a vitalizing force in American education—especially in homemaking, education for conservation, for better citizenry, and better social living in the American way.

HARRIS DICKEY, *Dean, Fort Dodge Junior College, Iowa*

Terminal courses are important but they should not crowd out the preparatory work.

EDGAR L. HARDEN, *Dean, Independence Junior College, Iowa*

We cannot serve adequately the needs of our community unless we do place the emphasis upon terminal education.

JAMES RAE, *Principal, Mason City Junior College, Iowa*

The cost necessary to equip and operate requisite terminal courses, in my judgment, is the greatest obstacle to introducing them. The cost to both the community and the student is prohibitive.

WILLETTA STRAHAN, *Dean, Muscatine Junior College, Iowa*

As far as Iowa is concerned in the junior college movement, I believe that we are becoming terminal-minded.

B. K. ORR, *Superintendent, Waukon Junior College, Iowa*

I think the junior college will become increasingly important in the field of terminal education and will attract many local students who would otherwise end their education with high school.

E. A. FUNK, *Dean, Arkansas City Junior College, Kansas*

The junior college should fill the interim between graduation from high school and the induction into life activities with general and terminal education that will be usable immediately.

W. W. BASS, *Dean, Chanute Junior College, Kansas*

The terminal function of the junior college is becoming increasingly important. The present emergency is bringing demands that were non-existent or at least not realized two years ago. The question now is not on the demand but on whether or not the junior college knows how to meet that demand.

EARL WALKER, *Dean, El Dorado Junior College, Kansas*

The trend toward terminal work is very healthy and highly commendable. In the small public junior college we are handicapped by lack of funds for shop and vocational training facilities in general.

E. F. FARNER, *Principal, Parsons Junior College, Kansas*

The junior college movement is an answer to the demand for more thorough civic and vocational training for young people many of whom find difficulty in the transition from school to occupational

pursuits. Vocational courses fit more logically into the junior college than the high school level.

DAN C. MATTHEWS, *Superintendent, Western University, Kansas*

The junior college is the finishing school of tomorrow. With the development of a practical program of terminal courses it can be made to serve the educational needs as can no other agency.

JOE FARRAR, *Dean, John McNeese Junior College, Louisiana*

In its terminal aspects the junior college has a great opportunity and a much greater responsibility. It appears to me that no institution of higher learning has quite the opportunity just now for effective service to the nation as the junior college has in providing terminal training for a vast majority of its enrollees.

C. C. COLVERT, *Dean, Northeast Junior College, Louisiana*

Terminal education is the most important phase of junior college training. It is in great need of study and development. At least 75 per cent of the junior college students need terminal courses.

W. N. ATKINSON, *Dean, Jackson Junior College, Michigan*

The terminal curricula can provide a broader and more economical training than it is possible for business or industry to supply through in-service courses for young employees. However, if the movement is to continue to grow, standards must be kept high enough to insure that graduates will be both competent and industrious. They must be ready to be judged as adults rather than as adolescents.

A. G. UMBREIT, *Director, Muskegon Junior College, Michigan*

The junior college cannot help becoming that unit in the school system in which the bulk of the population of school age receive their final formal schooling. This being true, it goes without saying that the terminal function must be developed more adequately.

THOMAS W. SIMONS, *Dean, Crosby-Ironton Junior College, Minnesota*

I think that there is a large place in the junior college terminal work for cultural education—maybe we should call it general education. Perhaps part of this general education should be of a semitechnical nature but most certainly it should not be highly specialized for the greatest utility to the student and to the community. The young person should be acquainted with the problems of the life about him. I



am in sympathy with the terminal education program of any junior college; I am not so much in sympathy with those who would make this terminal education strictly academic or strictly vocational. Our biggest problem is to teach young people how to live not four years of college, but six or eight years on a job during 24 hours of the day, 16 of which are devoted to living with other people.

C. H. GIBSON, *Dean, Eveleth Junior College, Minnesota*

Unless the junior college meets the needs of youth, we may expect that another type of institution, which does meet the needs, will take its place. Courses within the junior college must be functional in purpose, aiming to teach the student how to meet life situations.

R. W. GODDARD, *Dean, Rochester Junior College, Minnesota*

The terminal program being developed is filling a vacuum in the American educational program. Our program at Rochester is proving popular beyond expectations.

FLOYD B. MOE, *Dean, Virginia Junior College, Minnesota*

In the light of the high mortality rates prevailing in all types of colleges, it is evident that the terminal function must be given increased emphasis. Training should be general in nature and designed for a group of allied occupations. It is a mistake for junior colleges to attempt to offer a vast array of highly specialized terminal curricula except in large cities or communities in which the employment opportunities for specialized skills are already available. The need for expanding terminal education is evident. It is the responsibility of the junior college to meet it. As a matter of fact, the social justification for the junior college as an educational institution will be measured largely by its ability to fulfill this need. Still, an important unsolved problem remains. How popularize terminal education? To answer this question it is necessary to pioneer the field of industrial needs, student interests and aptitudes, and curriculum construction. To make terminal education real, students must become more conscious of its value.

MAURICE C. KNUDSON, *Dean, Worthington Junior College, Minnesota*

Junior colleges increasingly will emphasize their terminal function, and, as they do, their importance to the community and nation will rise proportionately.

JAMES M. EWING, *President, Copiah-Lincoln Junior College, Mississippi*

The American junior college and particularly the Mississippi junior college, contacts the student at an age when he is crystallizing his habits, thinking, and way of living. Fairly close supervision and much guidance are necessary at this age. The junior college must accept the responsibility for carrying the student successfully through this period of life, as well as for preparing the student to earn a better living.

L. O. TODD, *President, East Central Junior College, Mississippi*

The junior college is, in my opinion, primarily an institution that should be devoted to an upward extension of general education on the secondary school level. The major function should be the development of "social intelligence." Most high school graduates are too immature to assume the responsibilities for personal and social citizenship without further training and directed experience. A second major function of the junior college should be a specific preparation for an occupation. Even this training should be necessarily somewhat general. A student should have the opportunity to learn the basic skills and abilities common to large "families" of occupations. If a student was thus trained, he would avoid some of the dangers inherent in a rapidly changing industrial order. He could adapt himself to these changes more readily and fit into a variety of occupations in a big general field. Nevertheless, every student who has the ability should acquire marketable skills in at least one occupation.

J. M. KENNA, *President, Southwest Mississippi Junior College, Mississippi*

The significance of the junior college lies in the fact that it affords opportunity for further training to the underprivileged groups of young people. The obligation for the junior college is to meet their needs.

RUTH M. HARRIS, *Principal, Junior College of Stowe Teachers College, Missouri*

The junior college movement is very significant. Youth can find no work; they are less mature than they used to be; they have completed high school without even an idea of future vocations. They are wandering without purpose. The proper organization of the junior college should help to remedy these situations.

LINCOLN J. AIKINS, *Dean, Dawson County Junior College, Montana*

In its public and terminal aspects, the junior college movement is the most significant educational development since the days of Horace Mann. In the face of an increasingly complex social and economic life, with little prospect of permanent employment of the high school graduate, with inability of the average family to meet the full cost of proper advance training for their sons and daughters to enter the occupational world with a real chance for success, it is the duty as well as the privilege of the community and the state to provide for proper occupational training for the post-high-school group. Such a group, living in idleness through these formative years before they attain maturity of mind, will prove an easy mark for subversive and un-American propaganda and will thus become a menace to the continuance of the American way of life. On the other hand, if such a group is given the proper training in a junior college program that is geared to meet actual needs of the world of today, and which is unhampered by traditional concepts of college education, this group will respond readily to the ideals of America, will be trained and ready to enter the occupational world, will easily find, on completion of their training, the proper niche of life for them to enter, and will thus in the future be a real bulwark for the continuing development of the American dream.

B. F. JOHNSON, *President, Carnegie Junior College, Oklahoma*

The junior college will do much to help students find themselves economically. Its counselling program and terminal function are of major significance.

W. MAX CHAMBERS, *President, Okmulgee Junior College, Oklahoma*

The junior college is not meeting adequately the needs of the youth who attend them. In the main, the educational opportunities are too limited—public support has not been won over to the idea that these youth should have more opportunities of the vocational kind. We in education have been too slow in discovering the actual vocational, social, and physical needs of youth and in providing the best educational facilities for meeting such needs.

J. O. SHAW, *President, Tillman County Junior College, Oklahoma*

We should give more terminal courses, and help these boys and girls get something to do before they get discouraged.

LOREN N. BROWN, *President, Northern Oklahoma Junior College, Oklahoma*

The junior college movement tends to democratize higher education. The terminal students are served and a much larger percentage of senior college students result from the experiences in the junior college.

PAUL MEEK, *Executive Officer, University of Tennessee Junior College, Tennessee*

The junior college movement is the most significant trend since the high school movement and the outstanding opportunity for young Americans today if educational leaders can unite on its development.

CHARLES F. SCHMIDT, *President, Blinn College, Texas*

The idea of the junior college's being merely a stepping stone between the secondary school and the senior college must give way to the facts that the junior college now faces, namely, that it is coming rapidly to be a terminal institution for a large number of young people.

JOE R. HUMPHREY, *President, Temple Junior College, Texas*

One of the most significant needs of public education today is to provide what a junior college should offer, to the 85 per cent of our young people now being miseducated in some instances.

W. P. AKIN, *Dean, Texarkana College, Texas*

The junior college movement is one of the most significant trends in education today in light of the immaturity of the high school graduate, the employment situation, and the large number of students not fitted for a traditional college course.

ELDEN B. SESSIONS, *President, Carbon College, Utah*

Terminal education must become as important, in the minds of the parents and students, as are the so-called academic courses. Terminal courses must include in their scope education for successful community living in addition to giving specific vocational training.

GLENN E. SNOW, *President, Dixie Junior College, Utah*

The junior college movement is of particular significance to rural youth in the United States. The institution with the personalized

instruction, with a democratic method of procedure, and with a varied terminal curriculum offers much to the rural youth who are unable financially and socially to enter higher institutions set up primarily for professional training. For a great many rural youth, the alternatives are junior college work for two years or nothing beyond the high school. In Utah where the youth pressures are very great and where the financial supporting facilities are meager, these problems will exist for a constant adjustment.

JAMES A. NUTTALL, *President, Snow College, Utah*

As the philosophy of terminal education spreads and the value of terminal and semiprofessional courses is recognized, the junior college will become more popular.

### Presidents of Private Junior Colleges

CARL A. E. JESSE, *President, Walker College, Alabama*

The majority of young people feel that is futile to embark on four years of education under financial handicap. Unless they can "finish," they consider time and effort lost. The very fact that the next point of "finishing" is but two years away gives them incentive, courage,



Figure 47. LOCATION BY STATES OF 73 PRIVATELY CONTROLLED JUNIOR COLLEGES WHOSE PRESIDENTS OR DEANS ARE QUOTED

and hope. If they succeed—and most of them will—they have succeeded in maintaining their own self respect and reached their goal.

L. A. KIMPTON, *Dean, Deep Springs Junior College, California*

I feel that the junior college movement is completely justified. The terminal work is essential for a young person who needs some additional technical training or who wishes to sample the world of knowledge but who lacks the time or means to obtain a university degree.

K. J. REYNOLDS, *Dean, La Sierra College, California*

It is the terminal function which is of the greatest direct benefit to the general American public by providing an adult approach to vocational and civic problems for the large majority of American youth who must make their living outside of the learned professions.

LOWRY S. HOWARD, *President, Menlo Junior College, California*

The junior college movement has broken the educational jam. There is now a place for students to get practical training at a more mature level than in high school. The junior college is a constructive salvager of American youth.

FRANCIS H. HORN, *Dean, Junior College of Commerce, Connecticut*

If properly directed, the junior college movement should become the most significant one in present day American education. I believe it should be definitely a college movement, not merely an extension of secondary education, but its emphasis should be placed on the terminal function, broadly interpreted.

MARIAN W. S. BEACH, *President, Weylister Secretarial Junior College, Connecticut*

Junior college is filling a real, defined need for conservation of American youth. With lessened opportunity for constructive work and usefulness in other lines during the junior college years, there should be increased effort for further educational and vocational training. The terminal courses in junior college serve a sociologic need more far-reaching than is realized.

FRANCIS J. MULLEN, *Dean, Columbus University Junior College, Washington, D.C.*

In my opinion the junior college movement, particularly in its

terminal aspects, is the most important and the most necessary movement in our entire educational system at this time.

FREDERIKA HODDER, *Dean, Holton-Arms Junior College, Washington, D.C.*

The junior college in its terminal function seems to me to be increasingly important in American education.

G. W. LLOYD, *President, Mount Vernon Seminary, Washington, D.C.*

The junior college movement definitely has provided educational opportunity for a larger group of students who should not or could not go through university or college. I do think, however, there is a question of deep social significance underlying this whole matter and that is the social prestige and economic advantage that is attached to graduation from a college or university. I think the terminal course being developed by the junior colleges, which I expect to see increased in the future, is realistic in that it definitely fits the needs of present society. I do think that there must be developed an equally important social significance in the function in society undertaken by the junior college student—in other words, the necessity and value of semi-professional contribution, if the students are going to get the social satisfaction out of life which seems to me to be essential not only to the life of the junior college but also to the health of the community.

MARY BETHUNE, *President, Bethune-Cookman College, Florida*

If the junior college is to meet really the needs of students and if it is to survive, it must shift its emphasis immediately to terminal education.

HOWARD R. BARKSDALE, *Dean, Florida Normal and Industrial Institute, Florida*

I think the junior college movement, especially in regard to its terminal aspect, is one of the most significant episodes in the history of American education. It follows the American way of life in that it seeks to help fulfill the hopes and aspirations of those who come from all walks of life. It offers an opportunity, otherwise denied, for thousands to become useful citizens prepared to earn a living and prepared to find their places in society. It is the "open sesame" for those who find themselves unable to afford all the requisites of a four-year college.

ROBERT B. REED, *President, St. Petersburg Junior College, Florida*

There is doubtless a need for us to enrich our offerings in the field of terminal courses, but in my opinion there is danger in allowing the pendulum to swing too far and to make the terminal function the main feature of the junior college. I do not wish to see the junior college become merely a vocational school. The junior college is fundamentally a college. If this means anything it means that its primary emphasis must be intellectual, the training of the head rather than of the hand. The so-called semiprofessions, however, are quite different and insofar as training in manual dexterity is subordinate to the training of the mind, this field would seem to belong to the junior college.

GEORGE C. BELLINGRATH, *President, Rabun Gap-Nacoochee School, Georgia*

A terminal program with agriculture and home economics at the core is needed at the post-high-school level for boys and girls who will live in the rural areas.

J. DYKE VAN PUTTEN, *Dean, Blackburn College, Illinois*

I really believe that the terminal aspect of the junior college movement is the logical step for the future of the junior college.

T. O. FIRING, *President, Evanston Collegiate Institute, Illinois*

At a period of readjustment, the junior college stands available and free to serve the new needs of a new day. It is the open door to thousands who would otherwise never have the opportunity to equip themselves for the most useful service. It is admirably suited for vocational training in every field and easily adapted to specific local needs and circumstances.

ALBIN C. BRO, *President, Frances Shimer Junior College, Illinois*

The severe unemployment problem will always make terminal courses a chief concern of educators.

WILLIAM D. COPELAND, *President, Lincoln College, Illinois*

An important aspect of the junior college movement is the possibility for training more good workmen in the trades. There is a real shortage of well-trained plumbers, painters, brick layers, carpenters, etc. The apprentice system has broken down and the American people are living in unpainted, poorly arranged, run-down homes because it costs too much money to repair or to build.



ALGOTH OHLSON, *President, North Park College, Illinois*

No doubt the junior college will become an increasingly important source of training for semiprofessional skills but it will not do this at the expense of its college preparatory function.

EUGENE R. DOUGHERTY, *Dean, Springfield Junior College, Illinois*

Terminal education, not necessarily vocational, should be increased. Vocational terminal education is overstressed. Students should be prepared to live and be able to earn a living.

JACOB HEEMSTRA, *President, Northwestern Junior College, Iowa*

What America needs more than technical or vocational training is moral character and worth. The latter cannot be given without the right kind of religious training.

SISTER CHARLES MCGRATH, *Registrar, College of Paola, Kansas*

I think the terminal function of the junior college is growing more important each year because of the increasing number of young people who do not find positions upon finishing the secondary schools and who are not equipped for positions if they should find them.

CHARLES A. BEALS, *President, Friends Bible College, Kansas*

If it were not for the "lag" in the four-year colleges, there would be no need for a distinction between "terminal functions" and "preparatory functions" in the junior college. Even four-year colleges should prepare for earning a living and for improving society.

KENNETH R. PATTERSON, *President, Bethel Woman's College, Kentucky*

I feel that the terminal aspects should be elaborated.

SISTER MARGARET GERTRUDE, *Dean, Nazareth Junior College, Kentucky*

The theory behind the junior college movement appeals to me. The influence, however, of the four-year college is too great to permit the logical and normal development of the four-year junior college and the two-year terminal college.

THEODORE HALBERT WILSON, *President, Junior College of the University of Baltimore, Maryland*

In my opinion the junior college has one distinctive function, namely, to meet the post-high-school educational needs of young people who, because of native endowment, family circumstances, or

personal preference, desire to prepare for mid-level occupations above the high school trade level but below the senior college professional level. The junior college should recognize this fact, should limit its program accordingly, and should explain its mission clearly to students both before and after they enroll. Thus only will the junior college prepare young people for contentment and happiness in the semiprofessional positions which will be open to them.

LYNN H. HARRIS, *Dean of Instruction, National Park College, Maryland*

We feel here that the primary purpose and value of junior college education lie in the terminal courses. Our own practice is in accord with this conclusion. At the same time, we also believe very decidedly that a good junior college must offer transfer courses as well. These transfer courses furnish a yardstick for general evaluation because their value is being continually measured by the success of graduates in their advanced work in four-year colleges. No similar yardstick exists (at least, for us) for measuring quite so readily the effectiveness of a terminal program.

M. ADELE FRANCE, *President, St. Mary's Female Seminary—Junior College, Maryland*

In my opinion the junior college, particularly in its terminal aspects, is the most important educational movement of our time. It has, also, possibilities for social and civic training not approached elsewhere. If understood and wisely promoted and managed it can be the salvation of the youth of today.

DOROTHY M. BELL, *President, Bradford Junior College, Massachusetts*

Like the other functions of the junior college, the terminal function is important. There is no reason, however, why all junior colleges should be cast in the same mold, or why one curriculum, because it is good, should supersede all other curricula. Obviously provision should be made for students whose college careers will be completed at the end of two years. Equally obviously, provision should be made for the large group of students who find the transition from the high school to the four-year college too abrupt and who find their way smoothed by the more intimate and personal methods prevailing in the junior college.

EARLE S. WALLACE, *Headmaster, Dean Academy, Massachusetts*

Terminal and semiprofessional education are in greater need than cultural. The junior college more easily can supply the need.

HENRY D. TIFFANY, JR., *Director, Leicester Academy, Massachusetts*

The writer bases this statement on a survey he made last year of preparatory schools, questioning headmasters on the type of junior college they would consider most valuable to their graduates. They seemed to be of the unanimous opinion that junior colleges of a terminal nature that prepared for vocations would be those most valuable to the preparatory school graduates. It was their feeling that too many students, having finished their preparatory or high school work, enrolled in academic colleges, because it has become a traditional procedure and not for any value that the student himself would receive from a liberal arts education.

JAMES L. CONRAD, *President, Nichols Junior College, Massachusetts*

The junior college, in view of the existing situation, should prove the educational solution. If the terminal factors are not adequate, the junior college will miss an opportunity that probably will never prevail again. I believe the junior college today has an opportunity to be of even greater service and importance than the senior college.

CARL S. MEYER, *Registrar, Bethany Lutheran College, Minnesota*

The junior college movement must be occupied with terminal education; then the junior college will emerge more and more as a new educational agency. Will a stereotyped pattern for junior colleges be avoided? We hope so.

G. ARVID HAGSTROM, *President, Bethel Junior College, Minnesota*

I am convinced that the terminal aspects of the junior college movement should receive immediate attention in order that youth may become equipped for some definite service.

RICHARD G. COX, *President, Gulf Park College, Mississippi*

It would be difficult to overestimate the importance of the present study of terminal education in junior colleges, or of the service that junior colleges throughout the United States can render in future years through an expansion of terminal courses. At the same time, I think there is a tendency just now to overemphasize the terminal function, perhaps to the extent of giving the impression that a junior

college whose chief function is preparatory scarcely can justify its existence. Such an impression would be hurtful to the junior college movement. Many students who begin college work, with the thought that they will complete their education with a junior college diploma, decide later to continue work for a bachelor's degree. A safe balance should be maintained in courses and treatment, even in terminal courses, so that the junior college diploma will stand finally for informational and cultural, as well as immediately practical, values.

EDWARD W. SEAY, *President*, and GEORGE S. BOASE, *Dean*, *Wood Junior College, Mississippi*

In our opinion the significance of the junior college movement in respect to its terminal aspects, theoretically, is splendid. However we find that at least 85 per cent of the freshmen who enter junior college signify their intention of finishing their education at a four-year institution. Many seem to think that after getting a start the first two years in the junior college they can scrape up enough to finish the last two years, with the result that most of our courses must be made transferable.

C. A. GREENE, *President*, *Central Wesleyan College, Missouri*

The junior college should be more definitely occupational than it is at present.

FREDERICK MARSTON, *Dean*, *Kemper Military School, Missouri*

The junior college will make its major contribution to education only when its curriculum ceases to be an anemic replica of that offered at the nearest dominating university and establishes courses which, without apology or explanation, will recommend themselves to students as fitting individual needs.

COURTS REDFORD, *President*, *Southwest Baptist College, Missouri*

The supreme need of the American youth is the fine art of living. This requires academic and cultural training. On the other hand, many will not go beyond junior college and, therefore, demand of the junior college vocational and technical training. The junior college must give as much cultural training as possible and at the same time meet minimum requirements for many vocations.

L. H. CAMPBELL, *President*, *Campbell College, North Carolina*

The junior college faces a great educational need—that of providing terminal students with proper equipment for well-rounded, rich

existence. We are faced with inadequate resources to meet our full opportunity.

LEO K. PRITCHETT, *Dean, Lees-McRae College, North Carolina*

If the junior college will continue to enrich its curricula, giving the student a democratic education so that he can understand himself as well as others and the world in which he lives, and at the same time investigate the possibilities of terminal education along constructive and helpful lines, I see no reason why the junior colleges of this country cannot be one of the most helpful educational institutions in our democracy. It appears likewise that with present demands the destiny of the junior college in terminal education may be thrust upon it.

WALTER PATTEN, *President, Louisburg College, North Carolina*

There is a growing need for terminal courses for the high school graduates who do not care to go to the four-year institutions for degrees. At present, however, the demand for terminal courses is limited probably because of inadequate equipment and opportunity of the junior colleges to present adequate terminal courses.

RALPH M. LEE, *Assistant Dean, Mars Hill College, North Carolina*

It is my belief that the movement will grow and that more and more of the terminal subjects will be added to the course of study in an effort to fit the student for a particular task.

LOUIS C. LA MOTTE, *President, Presbyterian Junior College, North Carolina*

I believe the junior college will come to have an increasingly large place in the educational picture. Terminal education should be provided but it should not be used to induce young people to take an easy course which would prevent articulation with further education.

ROBERT J. TREVORROW, *President, Centenary Junior College, New Jersey*

The Junior college is filling a large place in the education of women. Not all women, by any means, should take four years after high school but two years of study, bearing upon their careers, wherein they also learn independence of judgment, are exceedingly valuable. Especially is this true if their experience can be in a resident junior college. I think the junior college fits into the newer ideas of women's education—two years of college completed rather than only an

incomplete part of a four-year curriculum. The postponement of the age of matrimony required by four years after high school is also to be considered as a disadvantage. The junior college satisfies the collegiate needs of a large proportion of young women and is an essential unit in American education.

J. H. KUTSCHER, *President, Oberlin School of Commerce, Ohio*

Thousands of our young people cannot complete the four-year college of commerce work and to these young people the first two years of college alone do not bring what they need. Our attitude can be summed up very briefly in this: in the two-year course we aim to give them so much of the definite technical training that our graduates can get and hold any position that the beginner could expect to get, and at the same time to give them as much of the broader background as possible in order that they may have the necessary equipment to grow out of the beginning positions into the larger and more responsible positions. We believe there is a large field of usefulness for an institution of our type between the old-fashioned business college and the four-year school of commerce.

EDWARD L. CLARK, *President, Multnomah College, Oregon*

Business and industrial life has become so complex that employers cannot afford to hire persons who do not have a *skill* or a maturity that comes through vocational training. A young person seeking employment must have something to sell an employer—stenography, typing, drafting, bookkeeping, mechanical training, radio operating, etc. Training for most jobs can be completed during the junior college period.

SISTER MILDRED ELEANOR, *Dean, St. Helen's Hall Junior College, Oregon*

If our country is to remain a democracy 70 per cent or more of our youth should be trained in courses suited to their interests and their intelligence. Education for *living* should come to stay. The terminal function of the junior college is of paramount importance to our country.

JOHN J. KOLASA, *President, Alliance College, Pennsylvania*

The junior college movement in its terminal aspects is one of the most significant moves in preparing youth for life.

EUGENE S. FARLEY, *Director, Bucknell University Junior College, Pennsylvania*

Present economic conditions deny to almost half the students of junior college age an opportunity to secure work of further education. Years of idleness at this critical period in their growth undermine the qualities developed by years of schooling and encourage cynicism concerning the value of our social order. So long as this new institution is administered by men who seek to discover the needs of youth, and to build a program that can meet these varied needs, it will expand the services and horizons of education.

CHARLES GREGG SINGER, *Academic Dean, Harcum Junior College, Pennsylvania*

The junior college is filling an important lack in our educational set-up. It provides courses in business, music, art, and other fields and also gives the cultural background of a college course which most professional schools of business, art, or music cannot give. Its importance will increase as the years go on and as its cultural and professional standards are raised.

FRANK C. BALDWIN, *Headmaster, Harrisburg Academy Junior College, Pennsylvania*

The junior college movement affords the student an excellent opportunity to specialize in some line of endeavor which may interest him particularly. It enables a broad type of courses in high school to be followed by specialization along some particular vocation. This training may have marketable value.

VIERS W. ADAMS, *Head, Johnstown Center, University of Pittsburgh, Pennsylvania*

I feel that there is a definite need for the junior college in our present social order. It is practically impossible for young people of junior college age to obtain employment, and even if jobs were available for them, they could not accept them because of inadequate training.

ABBY A. SUTHERLAND, *President, Ogontz Junior College, Pennsylvania*

For many of our students, the two years of training are the best possible preparation for their needs as homemakers and mothers. The

need of a compendium of college work to open fields of thought for life uses is a very real need.

DAVID B. PUGH, *Director of Undergraduate Centers of the Pennsylvania State College, Pennsylvania*

The junior college movement is particularly significant in that it reveals certain striking inadequacies and defects in the post-high-school educational program of the United States. The traditional four-year college or university has made practically no provision for the terminal training of high school graduates and is not equipped in general either to make adequate plans for such training or to provide the personnel and needed equipment. Since only a very low percentage of high school graduates go on with the traditional type of higher education and since this percentage is probably too high, the inference is clear that a great mass of needy and desirable young have been overlooked. This is the group of young people who in the best interests of the social structure should be given the opportunity of adequate terminal training to provide them with the necessary equipment to earn a decent living and to become intelligent contributory members of the social structure.

BYRON S. HOLLINSHEAD, *President, Scranton-Keystone Junior College, Pennsylvania*

A wide-spread development of terminal courses in junior colleges would go a long way toward solving the so-called "youth problem."

MILTON G. BAKER, *Superintendent, Valley Forge Military Junior College, Pennsylvania*

We have accommodated many secondary school graduates who have found it expedient to terminate their formal education at the college sophomore level. The future interests of these young people have been guarded by: (1) determining their aptitudes for specialization, (2) providing better preparation for the opportunities of life by inculcating desirable habits, (3) developing well-rounded personalities through wholesome social experiences, (4) training for leadership by delegating responsibility, and (5) meeting the demand for semiprofessional training on the college level.

E. W. BRICE, *President, Clinton College, South Carolina*

In many ways the junior college program should be the jumping off point for definite careers in industry, science, politics.



J. D. UNRUH, *President, Freeman Junior College, South Dakota*

With proper terminal curricula adapted to needs of specific communities I recognize great possibilities for constructive contributions to an enlightened and happier citizenship in the junior college movement.

W. A. HARDEN, *President, Wessington Springs College, South Dakota*

I am persuaded that there is a large and growing field for the junior college and in particular for its terminal courses.

JAMES L. ROBB, *President, Tennessee Wesleyan College, Tennessee*

By means of terminal courses, the junior college definitely is helping to raise the level of preparation of workers for the nonprofessional or semiprofessional vocations. Compare, for example, the training for office and secretarial positions given by the junior college in a full two-year course with the short-cut courses given at the average business college.

C. TYSSSEN, *President, Clifton Junior College, Texas*

The junior college ought to offer both terminal and preparatory courses, as its graduates go both ways. A two-year course cannot always be made terminal. The junior college will render the best service by offering both, and adjusting itself the best it can to the needs of the community.

T. B. JONES, *President, Mary Allen Junior College, Texas*

The junior college seems to be adapted best for the age and maturity level of youth to learn how to live, and to gain social, civic, and economic experiences necessary for enjoying the benefits such as our society potentially provides.

ADOLPH C. STRENG, *Dean, Texas Lutheran College, Texas*

I believe that the American junior college has the opportunity to become *the* American people's college if it places the proper emphasis on the terminal aspects of education.

G. W. McDONALD, *President, Wayland Baptist College, Texas*

If the junior college is equipped adequately its importance as a terminal institution will be greatly enhanced.

ROBERT D. STEELE, *President, Westminster College, Utah*

I feel the future of the junior college is in the field of terminal work.

JESSE P. BOGUE, *President, Green Mountain Junior College, Vermont*

Each junior college must study its own particular community or region, discover its needs, and then constantly build and rebuild its program to meet those needs. I have little faith in any other approach to the problem of the function of the junior college.

B. W. HARTLEY, *Dean, Green Mountain Junior College, Vermont*

The prolongation of sheltered infancy and the abandonment of the apprenticeship system have made doubly difficult the induction of youth into the working world. Perhaps junior college terminal education can bridge this gap for youth.

MARGARET DURHAM ROBEY, *Principal, Southern Seminary, Virginia*

It seems to me that the junior college movement is one of the greatest forces for good in the present scene, in that it solves, at least in part, the problem of the high school graduate, and the persons and communities responsible for him in the following ways: (1) employs time profitably that otherwise would be lost through inability to enter senior college or to get employment; (2) gives, through vocational training, better preparation for securing employment later on; (3) makes, through its social studies and its extracurricular activities, for better citizenship; and (4) finally, contact with the spiritual and cultural forces of the junior college gives the student a greater capacity for personal growth and development and fits him, therefore, to live life more fully and effectively.

JOHN C. SIMPSON, *President, Stratford College, Virginia*

The junior college teaches the value of work and how to work. The emphasis is on preparation for self-support, but at the same time emphasis is placed on the satisfaction which will come from a background of culture. As it teaches with a practical aim, the junior college also stresses that the dignity of work implies character. Thus character development, an appreciation of culture, and a knowledge of the techniques of some practical or cultural art, are blended.

H. G. NOFFSINGER, *President, Virginia Intermon College, Virginia*

I feel that the terminal function should be the dominant one in the junior college.

CHARLES H. LEWIS, *Dean, Mount Vernon Junior College, Washington*

Junior college students are 18 or 19 years of age. They have had the advantage of the general education of high school. They are not quite old enough to assume the responsibilities of marriage. This is the best age in the lives of both men and women for taking up the work of preparing to earn a livelihood and to take their place in society. I am sure that here is a field of education calling loudly for support.

ELIZABETH PRIOR, *Principal, Yakima Valley Junior College, Washington*

Because the junior college is essentially a community institution which may mark the completion of formal education for a large proportion of young people, the significance of the junior college movement cannot be overestimated. If the curricula are designed to develop economic, social, civil, and personal competence, the junior college will make an outstanding contribution to American life.

STANLEY C. ROSS, *President, Wayland Junior College, Wisconsin*

The main function of the junior college is in the field of terminal education. It is that type of semiprofessional work, our general survey work, which would enable the young person to drop into our economic system with some hope of success, and which will also give him a generalized knowledge of the world around about him. Conceived of in those terms, the junior college is of tremendous significance to the youth of the nation. The opportunity which it gives for pertinent training is nowhere else given in our educational system.

### Presidents of Public Universities and Colleges

GRADY GAMMAGE, *Arizona State Teachers College, Tempe, Arizona*

General education and trade education should be extended into the first two years of college. This is desirable because of later and later entrance into the field of employment and because of the necessity for more effective and longer training for citizenship and occupations.

T. J. TORMEY, *Arizona State Teachers College, Flagstaff, Arizona*

When junior colleges plan their terminal curricula on a common, sound basis of community, state, or potential market need, then they may be expected to make a needed contribution.

A. F. HARMAN, *Alabama College, Alabama*

I believe it will be disastrous to the needs of many young people and to society as well if the junior college serves in any way to discourage or to eliminate young people from admission to universities and senior colleges. I hold strongly to the belief that existing methods for admitting students to institutions above the high school are defective and unsatisfactory. We need *more*, not *fewer*, students in the universities and colleges of all types in America. It seems to me that the terminal education of the junior college is justified only for the student who cannot finance his education beyond that point.



Figure 48. LOCATION BY STATES OF 40 PUBLICLY CONTROLLED UNIVERSITIES AND SENIOR COLLEGES WHOSE PRESIDENTS ARE QUOTED

J. W. FULBRIGHT, *University of Arkansas, Arkansas*

In general, I believe the junior college should assume more of the burden of vocational education of the terminal variety.

F. W. THOMAS, *Fresno State College, California*

The junior college has its great opportunity and justification in its possible service to youth between the time of completing high school and entrance into productive employment. This transition involves critical phases of social, civic, and economic adjustment. The need is an inevitable concomitant of our increasingly complex social and in-

dustrial life. The junior college constitutes our greatest hope for successfully meeting the related responsibilities in the education of youth.

ROBERT G. SPROUL, *University of California, California*

I am coming to believe that the terminal aspects of junior college, which I regard as an essential institution, should be stressed by every possible means.

ROY M. GREEN, *Colorado State College, Colorado*

The educational demand for the junior college arises out of the hope that young people can be trained more specifically for some niche in the life of the community than when they come from high school, and at less cost in time and money than required for more advanced training for which many are not equipped.

HERBERT D. WELTE, *Teachers College of Connecticut, Connecticut*

It seems to me that the establishment of publicly supported junior colleges with terminal facilities is inevitable.

E. A. CLARK, *Miner Teachers College, Washington, D.C.*

The junior college has its unique function mainly in connection with the less-favored social and cultural levels and with young people whose interests are vocational rather than academic. Its significance in the educational scheme will depend entirely on whether the courses actually are organized and really do serve the purposes usually set up for a junior college.

G. H. WELLS, *Georgia State College for Women, Georgia*

I think the terminal junior college is the more hopeful sign as the next development in education.

HARRISON C. DALE, *University of Idaho, Idaho*

Without entirely neglecting the needs of those who plan to go on to senior college, the primary concern of the junior college should be terminal education with a strong vocational and semiprofessional emphasis.

KARL L. ADAMS, *Northern Illinois State Teachers College, Illinois*

The terminal aspects in the junior college movement are not its most significant points. To institutions of our type, its preparatory services in general education represent its significant contribution.

W. P. MORGAN, *Western Illinois State Teachers College, Illinois*

I have felt for a long time that the weakest point in our democracy is the lack of understanding of citizenship and its responsibilities by those who exercise the ballot. Education in the high school, and above, should if possible be made more functional in that direction. Naturally, however, we must provide for some way to compensate those who spend money in preparing for citizenship, if we make it largely universal, for such people must, therefore, perform the jobs ranking from bootblacks through newsboys through workers in gas stations and on to the top. The question which confronts us, therefore, is, can we convince the public that a bootblack or a newsboy with considerable college education is entitled to a compensation by way of wages or salary in keeping with what he has put into his training for citizenship?

L. A. PITTENGER, *Ball State Teachers College, Indiana*

The junior college can justify itself on the functional and community service basis. If it is just an extension of the present high school it will not render the service needed.

EDWARD C. ELLIOTT, *Purdue University, Indiana*

The present junior college movement represents a striving on the part of our people to secure educational facilities primarily for those unable or incapable of following the usual collegiate course. What the country needs, and has always needed, is not more junior college liberal arts training but more direct higher vocational training.

F. D. FARRELL, *Kansas State College of Agriculture and Applied Arts, Kansas*

It is probable that in developing terminal aspects the junior colleges will have to overcome much social and academic snobbishness, because of which large numbers of persons value the college degree above education.

C. R. SATTGAST, *Bemidji State Teachers College, Minnesota*

It seems to me that one of the weak spots in our educational system is that of providing an education for the practical business of living. Too few students can be graduated from a course into a job. The liberal arts colleges have their functions quite clearly defined by tradition and are historically an academic and cultural institution. It

seems to me, therefore, that the junior college is a proper place for the development of a curriculum that is vastly different from either the liberal arts or university curriculum and it should be designed to fit young people to engage efficiently in the occupations and positions that are available in their own communities.

G. W. DIEMER, *Central Missouri State Teachers College, Missouri*

Growing interest in the continuation of education beyond the high school makes imperative the program during the first two years of college, at least, to meet the needs not only of the individual but of the nation. A considerable percentage of these young people go on to the senior college and into the professional schools but much the larger percentage will find themselves in secretarial, business, technical, and other pursuits that do not require a four-year college education but do require certain aptitudes, understandings, and skills. The business of the college in the first two years specifically is to help these young people to acquire the abilities essential to success in whatever vocation may open for the individual and for which he is adapted.

WALTER H. RYLE, *Northeast Missouri State Teachers College, Missouri*

I am persuaded there is no place in the American scheme of education for a junior college which attempts to duplicate the work of the freshman and sophomore years of a liberal arts college. If the so-called junior colleges will organize their curriculum so that their offerings are classified in two categories—first, broad, comprehensive courses whose chief purpose is to acquaint young men and women with the world in which they must live; second, some courses along vocational lines that will teach young men and women how to perform some useful service in our social order—I feel that such institutions can be justified in the American educational system.

UEL W. LAMKIN, *Northwest Missouri State Teachers College, Missouri*

I am of the opinion that terminal courses should be arranged in junior colleges for that group of young people who need further training to do a man's job rather than for the purpose of giving the first two years of the liberal arts course.

A. L. STRAND, *Montana State College, Montana*

The difficulty is that junior colleges may be established by communities which do not have in mind what the junior college should be doing; motives, not related to good terminal courses or the equipment and personnel to make these worth while, are at play. Result: muddying up the educational waters.

SHELDON E. DAVIS, *Montana State Normal College, Montana*

The junior college may be considered a terminal institution even though more than half of its work is in the ordinary arts and science fields. The first half of a college course devoted to the humanities is by no means a bad general preparation for those who are going to live in the community. It is at least as good a preparation as a course would be which concerned itself too directly with vocational and technical affairs. Junior college terminal education should also be provided for those who will be artisans, though I do not believe such courses should exclude the more liberal type of learning altogether. I am in considerable doubt whether the junior college or any other kind of college is the place in which to develop most of our tradesmen. I believe that we shall be compelled in some way to restore apprenticeship or to develop something of that kind, since I do not believe that any kind of school or college is the place to give most of the training needed by many artisans.

ROWLAND HAYNES, *University of Omaha, Nebraska*

I do not like the words "terminal courses." I believe that increasingly students will plan their post-high-school training to cover six to ten years with the first two to four years spent at some junior or four-year college and the balance in a planned series of adult education courses. This is the basic idea of the so-called "Life-Time Plan" which we are developing at the University of Omaha. I prefer to use a phrase like "semiprofessional" or "early-use" courses instead of "terminal courses." The basic idea behind what is usually referred to as terminal courses is, however, sound. Because the junior college is trying to give training of real practical value, it is an encouraging movement.

ALLAN R. CULLIMORE, *Newark College of Engineering, New Jersey*

The terminal aspects of the junior college movement provide the means for preserving the self-respect of young people whose "saturation point" in formal education is at about the two-year level.



HUGH M. MILTON, II, *New Mexico College of Agriculture and Mechanic Arts, New Mexico*

The junior college movement, particularly in its terminal aspects, is, in my mind, the most progressive and important movement that has taken place in the history of American education. It offers, it seems to me, one of our greatest safeguards of American democracy.

H. T. HUNTER, *Western Carolina Teachers College, North Carolina*

Not only junior colleges, but also all colleges and universities, should make their offerings more vital and practical.

R. R. ROBINSON, *Central State College, Oklahoma*

The junior college movement is of vital importance to our type of civilization. I believe that it will continue to grow.

HENRY G. BENNETT, *Oklahoma Agricultural and Mechanical College, Oklahoma*

At the present time there is less demand for the services of youth at graduation from high school than there was a few years ago for eighth-grade graduates. The growth of the junior college seems, therefore, to be a logical extension of our historical program. If the junior college is to render its broadest service, its program should be planned as a terminal one. This does not mean that the program would ignore entirely the preparatory function; it means only that the preparatory function would not dominate the program.

W. B. BIZZELL, *University of Oklahoma, Oklahoma*

If funds were available, the municipal junior college should provide both terminal facilities as well as preparatory. There are many students who can well afford to attend junior college for two years, securing not only cultural advantages, but also vocational. If a definitely terminal program, academic as well as vocational, could be provided for many students, it would save degree-granting colleges and universities much expense.

ROBERT MAASKE, *Eastern Oregon College of Education, Oregon*

It is clear that the junior college movement in the future will become increasingly important. When one considers the possibilities for employment in various vocational and professional educational fields, it is increasingly clear that the type of program offered through terminal courses will and should meet the needs of a much larger proportion of students than are now being served through the pre-

dominantly academic program inclusive in the two-year colleges throughout the country.

D. M. ERB, *University of Oregon, Oregon*

The junior college, as an agency to give thorough, expert, and practical education (*training* is a better word) which has an immediate vocational value, has my approbation. As an agency to give a bobtailed college or university education, or, in most cases, a preparation for such education, it has my condemnation.

ROBERT M. STEELE, *Pennsylvania State Teachers College, California, Pennsylvania*

The junior college's offering of terminal courses is an absolute necessity under present social and economic conditions. It is essential for prophylactic reasons if not for others. The fact that jobs are not available for high school graduates is a disintegrating influence that is extremely costly in morale and in the increase of dependency, delinquency, and crime. Even if no more is done than to keep youth profitably employed and a social and recreational program offered them, the effect on health and morals will be worth the cost. The need, however, is greater than this. Increasingly with the rapid change brought about by technocracy and increased efficiency of machines, employment of youth is bound to be postponed. Increasingly, the relative amount of common labor will be decreased, and employment along all levels will require more training. The junior college must break sharply with the traditional academic pattern, but it must also deal with social and governmental problems, in a different and more practical way. Cultural offerings with evident present value must be discovered. A shortsighted vocational outlook must not dominate.

PAUL G. CHANDLER, *Pennsylvania State Teachers College, Clarion, Pennsylvania*

Junior colleges should prepare for professional schools and also for vocations. The "general background" idea to my mind has been a failure.

J. G. FLOWERS, *Pennsylvania State Teachers College, Lock Haven, Pennsylvania*

I think the junior college movement one of the most significant movements in education at the present time and in view of the present

crisis it seems to me to be an obligation on the part of society to take care of the group which is now drifting.

ALBERT LINDSAY ROWLAND, *Pennsylvania State Teachers College, Shippensburg, Pennsylvania*

I feel that the junior college movement is a national and inevitable extension of our general educational program which is designed to provide for all the children of all the people an adequate educational opportunity. I see the junior college movement as essentially a part of the public school system and not as a truncated liberal arts course designed to compete with the older collegiate fundamentals all of which have begun with the philosophy that higher education is for the privileged few.

W. J. MCCONNELL, *North Texas State Teachers College, Texas*

A well-defined junior college as a terminal institution would be a distinct advantage to the senior college if both could be financed adequately.

ELMER G. PETER, *Utah State Agricultural College, Utah*

The junior college program offers great opportunity to our American young people. The junior college should be concerned to prepare its students for immediate entrance into some economic activity, following the completion of the course, together with a good foundation in liberal education.

JOHN M. GANDY, *Virginia State College for Negroes, Virginia*

I believe that too many of our students are continuing their general education beyond the point at which the investment of money, time, and energy yields its greatest return. The junior college can and should meet the needs of these students by offering highly practical semiprofessional and technical courses to these young people.

L. P. SIEG, *University of Washington, Washington*

The chief stress of the junior college movement should be on vocational and subprofessional education.

J. F. MARSH, *Concord State Teachers College, West Virginia*

Indications point to a development of junior college work that will almost equal in its significance the development of public high schools. The shift in employment needs and limitations and the de-

mand for more general culture will force rapid development in this type of educational service.

### Presidents of Private Universities and Colleges

BUELL G. GALLAGHER, *Talladega College, Alabama*

I take it for granted that this study of the role of the junior college which includes this opinionnaire, submitted to college executives, will devote a special part of its attention to the plight and progress

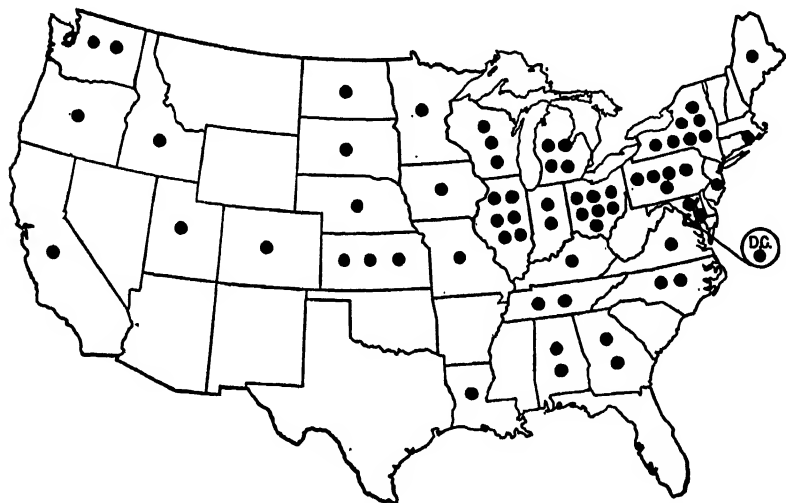


Figure 49. LOCATION BY STATES OF 67 PRIVATELY CONTROLLED UNIVERSITIES AND COLLEGES WHOSE PRESIDENTS ARE QUOTED

of higher education for Negroes. The tendency at the present time is for the few junior colleges for Negroes to attempt "to grow up" into four-year colleges. Possibly something needs to be done to strengthen their self-esteem as junior colleges if they are to be able successfully to discharge their function.

F. D. PATTERSON, *Tuskegee Institute, Alabama*

I believe the junior college as a terminal facility is very much needed in this section of the nation. It would be more greatly needed were the primary and secondary school facilities to approach the national standard.

E. J. ANDERSON, *President*, and F. C. WILCOX, *Director of Personnel*, *University of Redlands, California*

The more emphasis the junior college places on its terminal function, the greater its influence will be in reshaping the first two years of the liberal arts program in the four-year college. Inhibited by the weight of its traditions, the older institution is watching the demonstration of a post-high-school education in the junior college that is based on the civic-cultural-vocational needs of the community and region in which it is located. What the community and region want and need, a need the liberal arts colleges for the most part seem unable or unwilling to supply, is an education that functions here and now and has enough of the salt of the earth in it to savor community life from one generation to another.

DAVID SHAW DUNCAN, *University of Denver, Colorado*

If the junior colleges provide a good general education curriculum, then the terminal aspects will loom large; if, however, they continue to offer many "pre" curricula, such as prelaw, pre-engineering, etc., it is quite evident, they will have to stress the cooperative aspects of the work.

CLOYD HECK MARVIN, *George Washington University, Washington, D.C.*

The junior college, after giving full consideration to preparatory work, should emphasize terminal courses. There are many students who should not go beyond two years of junior college work.

J. R. McCAIN, *Agnes Scott College, Georgia*

The movement is too recent to give any dogmatic conclusion. Experiments should be made as to terminal and preparatory courses, and a longer time allowed for the graduates of the schools to prove themselves. So far, I think the junior colleges have weakened the quality of education without improving it, except in relatively few cases.

E. C. PETERS, *Paine College, Georgia*

If the junior college is to provide two additional years of training for the average high school graduate, the courses which are to be offered will need revision. The curriculum must be enriched to offer training in certain skills which these young people will need. While

its work definitely should be integrated with the curriculum of the secondary schools, it should not be thought of only as two more years of high school training.

RUSSELL V. DELONG, *Northwest Nazarene College, Idaho*

There is little doubt in my mind that, as the general standard of education rises, a great percentage of young people will complete at least two years of college work and if the general level of education increases, no doubt a larger percentage will complete college work. I conclude therefore, that there is little doubt but what the junior college and also the senior college will play a greater part in the educational life of our young people in the future than they have played in the past.

EDWARD J. SPARLING, *Central YMCA College, Illinois*

The junior college movement is as significant in its place in this day and age as was the publicly supported high school in its day. If democracy is to continue, it will be saved by virtue of the general level and quality of the education of its citizens. Democratic institutions require understanding and cooperative action for their very existence. This cannot be had outside of education and it probably never will be had on a wide enough scale to ensure democracy outside of the public junior college and public senior college movement.

H. C. COFFMAN, *George Williams College, Illinois*

In my opinion, the extension of educational opportunity to our young people is a necessity because of the lack of outlets in the industrial and business field at the time of high school graduation. Most young people will need to have gainful employment whenever they leave school. Only a relatively small number will have financial resources to permit them to go on to institutions of higher education and ultimately to a profession. It seems, therefore, that if we would plan for the future we should seek to modify the objectives and program of our junior college level to provide the kind of education which will permit young people leaving school at the end of the sophomore year to take their places in the industrial, commercial, and semiprofessional life of our nation.

H. GARY HUDSON, *Illinois College, Illinois*

The junior college would have a positive contribution to make to American education if it limited itself to the terminal function in

equipping young people for occupations of a semitechnical character, leaving to other institutions the preparation of young people capable of entering the professions and the higher occupations.

H. T. HEALD, *Illinois Institute of Technology, Illinois*

Junior colleges can be made much more significant if properly designed terminal courses with definite objectives are developed.

CARTER DAVIDSON, *Knox College, Illinois*

As a terminal institution, the junior college can make a very important place for itself in our scheme of higher education.

V. R. EDMAN, *Wheaton College, Illinois*

The junior college movement represents a logical step in the rising standard of American education and in the trend toward having young people longer in school. It is rather good evidence that "America comes of age."

D. S. ROBINSON, *Butler University, Indiana*

I believe that there is a place for the junior college. I doubt whether it should attempt to give the first two years of training towards an A.B. or B.S. degree. I believe that it should stress vocational training and it should aim to equip its students for entrance into the industrial world as soon as they complete their junior college work.

W. G. SPENCER, *Franklin College, Indiana*

I believe that the terminal facilities, especially in the larger cities, should be increased.

EARL A. ROADMAN, *Morningside College, Iowa*

I doubt if emphasis upon "terminal aspects" is the desired emphasis. The junior college ought to give increased opportunity for vocational training. The less said about terminating the process of education the better. There should be a decreased emphasis upon conflicts between occupational or vocational or liberal arts or classical education.

EDMUND G. KAUFMAN, *Bethel College, Kansas*

Democracy needs liberal arts colleges to develop independent thinkers. Junior colleges with mere emphasis on vocational training may become tools of totalitarianism.

ARTHUR M. MURPHY, *Saint Mary College, Kansas*

Terminal courses may be necessary but the expansion of facilities for them is not to be encouraged too much. The senior college can do all the junior college can, and attention should be directed to its development.

PHILIP C. KING, *Washburn College, Kansas*

So far as I have observed the junior college movement in the state of Kansas, I have been impressed by the very great social value of the service rendered. Increasing numbers of young people are graduating from high school for whom there are not yet places in business and industry. A very large proportion of these young people cannot finance themselves in the present state and private institutions. The junior colleges have come in to fill an exceedingly important and, in my opinion, an absolutely necessary place. The problem of terminal education today is not simply one of preparing young people better for the jobs which are open to them, but also of finding jobs for young people who are prepared. The junior colleges as they work at "terminal education" may find that they have a job not merely of technical education but of social engineering on a wide scale.

CONWAY BOATMAN, *Union College, Kentucky*

Junior colleges for terminal purposes are altogether excellent, but they should stay out of the liberal arts field, and much educational guidance is needed to turn to junior college only those seeking two-year terminal courses.

CLAYBROOK COTTINGHAM, *Louisiana College, Louisiana*

I am not in favor of the junior college because I think a larger number of students who have finished two years in junior college stop there than is the case of students who have finished the first two years of a four-year college.

FRANKLIN W. JOHNSON, *Colby College, Maine*

The junior college, in its terminal courses, fills a definite need in our educational program. In New England, it is not in the public interest to develop the preparatory function in duplication of the ample opportunities provided by the four-year colleges.

SISTER MARY FRANCES, *College of Notre Dame of Maryland, Maryland*

To me the junior college seems to fill a need, namely to keep in



college for two years those who are too young to secure a position in public life and to give terminal training for some kinds of jobs.

FRED G. HOLLOWAY, *Western Maryland College, Maryland*

In many instances it seems to me that the junior college movement is one of opportunism. A great many of the unaccredited four-year colleges have found in the junior college movement a way out of their dilemma, while a number of private preparatory schools have done the same thing. In one instance the curriculum has been lowered, in the other, raised to the junior college level. I do not believe that the junior college movement will be permanent.

JOHN L. SEATON, *Albion College, Michigan*

I have long believed that the junior colleges should have a rich variety of terminal courses from which almost any high school graduate could make a profitable selection. There would be considerable value in this to the state, and large values to the persons directly concerned. Relatively too much attention has been given to imitation of four-year colleges.

HENRY SCHULTZE, *Calvin College, Michigan*

Based on the necessities of students' nature, this movement for a terminal education should be discouraged.

WILLFRED MAUCK, *Hillsdale College of Michigan, Michigan*

I believe the junior college movement often has been stimulated by expediency alone, but that in general it demonstrates a growing awareness on the part of the public of its responsibility for higher educational opportunities for its youth.

P. L. THOMPSON, *Kalamazoo College, Michigan*

It is my judgment that junior colleges should be terminal in their offerings and should not attempt to offer parts of longer curricula with the idea that they will be completed in the university, in advanced technical schools, or in liberal arts colleges.

CHARLES J. TURCK, *Macalester College, Minnesota*

The junior college movement should be studied as part of the total educational picture in America. If junior colleges definitely would set up terminal courses, particularly in the field of mechanic arts, they would do a fine service in industrialized communities. It is not likely that junior colleges will do this, however, because the average college executive in any field tries to exalt his institution.

C. E. DECKER, *University of Kansas City, Missouri*

The terminal program of the junior college movement has served a real need.

BRYAN S. STOFFER, *Doane College, Nebraska*

Most junior colleges that I have observed have been founded as terminal institutions, but most students have to complete college if possible. It is a normal desire. Most parents also have such hopes.

ARLO AYRES BROWN, *Drew University, New Jersey*

I favor the junior college movement, especially its terminal aspects; I also favor it as preparation for some professional schools which do not require four years of college work as prerequisite for admission.

J. NELSON NORWOOD, *Alfred University, New York*

I believe there is real need of two-year courses above the high school courses of a terminal nature especially in technical fields, citizenship, and vocational lines.

W. H. COWLEY, *Hamilton College, New York*

The junior college is a desirable movement in general. It will stir many four-year colleges from their slumber.

WILLIAM A. EDDY, *Hobart College, New York*

The extension of the period of general education by two years would make it possible to give more adequate preparation for citizenship, better basic training for vocations, and more intelligent guidance in the choice of vocation. Adolescents of 14 or 15 years of age are too immature to make wise decisions about their future.

J. HILLIS MILLER, *Keuka College, New York*

In a democracy it is imperative that we give the benefit of higher education to as many as possible. Higher education for the few is a luxury. For the many it must be considered a means of getting and holding a position and preparing for citizenship. Approximately 50 per cent of college students do not graduate from college. Many of those students should have terminal courses with the concomitant satisfaction of having completed a unit of work.

THOMAS PLASSMANN, *St. Bonaventure College, New York*

Personally, I have always felt that if children were allowed to live as infants when they were infants, instead of sending them off to

school before they are even out of perambulators, they would come up into high school at an age when they would be capable of absorbing such studies as we now wish to place in junior colleges.

CONSTANCE WARREN, *Sarah Lawrence College, New York*

All junior colleges should be free to re-think education in terms of students' needs, interests, and abilities, unbound by the traditions which make a great deal of the education in the older colleges singularly ineffective. If, however, junior colleges are going to be simply repetitions of the first two years of the present four-year colleges they will be of relatively little value. The four-year colleges should welcome them as an experimental ground in which it would be possible to investigate more carefully what students really want and need to study, also in which more careful investigation may be made of the educational value of vocational courses and ways of presenting such courses so that they are not simply a technical preparation but have wide implications for general education.

SAMUEL P. CAPEN, *University of Buffalo, New York*

It seems to me a hopeful sign that junior colleges are now examining themselves carefully and objectively. I should deprecate, however, any pressures in the direction of uniformity whether of type or of objective. Terminal courses will be the most important business of junior colleges in some places, probably in more places than now have access to such courses.

FRANK C. FOSTER, *Asheville College, North Carolina*

The junior college movement is making the college more democratic—nearer the people and closer to needs. So far, in our area they tend more toward a cheap way of getting over the first two years. Some terminal work is done and needs to be studied for its use and possible expansion.

HOWARD R. OMWAKE, *Catawba College, North Carolina*

I think the junior colleges meet a need in regard to training students for semiprofessional occupations and in furnishing training for good citizenship to many students who otherwise would not have these advantages.

B. H. KROEZE, *Jamestown College, North Dakota*

I think the so-called junior college is a misnomer. It ends nowhere

and upsets the whole scheme and purpose of an adequately educated citizenship.

LOUIS C. WRIGHT, *Baldwin Wallace College, Ohio*

I do not think the junior college has arrived. It copies the liberal arts college in a cheap way and promises more than it delivers. It should define its program more definitely and meet needs of a definite type.

OTTO MEES, *Capital University, Ohio*

I am opposed to the small junior college inadequately staffed and equipped and starved with an inadequate budget. A junior college fully accredited, adequately staffed, equipped, and supported, which offers substantial terminal courses vocationally aimed at the semi-professions, is a good institution for a community but its functions are more than merely to compete with or imitate the liberal arts college.

WILLIAM E. WICKENDEN, *Case School of Applied Science, Ohio*

The junior college, as now generally organized, seems to me to be too largely dominated by a vague and groping "educationism" to be a highly effective agency of terminal education, especially in technological fields. It would be a gain, I believe, to create many institutions of limited but fairly definite purpose—technical institutes rather than junior colleges—and to depend largely on them for the exploratory and experimental work which must be done to make terminal programs vocationally valid. As rapidly as this pioneer work is proved in by experience, it can be taken over and incorporated into general purpose junior institutions. As an example of what I mean, Chicago would be an ideal center for an "Institute of Food Industries" at the junior level. It would be developed in close cooperation with the industries, under leadership familiar with their needs and commanding their respect. When results are known and appraised, they would be valuable guides to such centers as Kansas City, Omaha, Cincinnati, Cleveland, etc. in establishing more limited programs in institutions of more general character.

ERNEST H. WILKINS, *Oberlin College, Ohio*

The junior college movement is significant and promising.

RALPH K. HICKOK, *Western College, Ohio*

I know a few junior colleges which are doing splendid service in

needy parts of the country. These I would have encouraged and strengthened. The junior college movement as a whole does not appeal to me. It seems to me to get its atmosphere from the high school rather than from the college; it is, therefore, superficial.

D. ORMONDE WALKER, *Wilberforce University, Ohio*

The junior college could be made to serve a definite point in the preparation of young people for life. There is no necessity for a four-year college training for the majority of our citizens. Only those who possess unusual scholarly abilities ought to be permitted to continue through the upper level of the college.

REES EDGAR TULLOSS, *Wittenberg College, Ohio*

As an agency for providing two additional years of formal education above the high school, primarily for those who do not contemplate further preparation, the junior college may well serve an important function. The "preparatory" function should be held to a minimum.

DEXTER M. KEEZER, *Reed College, Oregon*

I can detect no magic either in the conception or the performance of the junior college. Sensitively and intelligently managed as part of an integrated system of college education, I think the junior college *might* (I don't believe it has yet) do a very useful job as an educational sieve, and as a purveyor of terminal education to those capable of deriving nourishment from a program more substantial than that provided by high schools and less substantial (and less exalted in conception) than that typically offered by the respectable four-year college.

HENRY W. A. HANSON, *Gettysburg College, Pennsylvania*

I feel keenly that all centers of population of sufficient size to maintain a junior college should establish a junior college which will provide vocational opportunities in the field of skills for the young people of the state who, because of limited finances or type of mental endowment, will not be able to enter a liberal arts college or university. Such training, if merely a duplication of the freshman and sophomore years of a formal college course, will miss the mark entirely.

WEIR C. KETLER, *Grove City College, Pennsylvania*

In many sections the junior college is undoubtedly serving a very

useful purpose. In other sections of the country, particularly in the East and in areas in the Middle West, its development would constitute a needless waste of money and effort. And most of these areas already are served adequately by existing institutions of higher learning. If the courses in these institutions do not entirely meet the needs of all students, it is quite possible to modify the courses to meet such needs without multiplying institutions.

C. C. WILLIAMS, *Lehigh University, Pennsylvania*

The junior college movement should be permitted to gain its place naturally rather than by hothouse or high pressure methods. The place and function of junior colleges are too nebulous at this time to warrant wholesale inauguration.

CHARLES E. BEURY, *Temple University, Pennsylvania*

In areas in which there is a great demand for planned education beyond the secondary school and in which colleges and universities are unable to meet this demand, the junior college with its program of terminal education can serve a very useful purpose in our society. Whenever colleges and universities which are already established can do so, they should include a program of general or terminal education and thus save the public from the expense of the public junior college.

N. E. MCCLURE, *Ursinus College, Pennsylvania*

In Pennsylvania, where 70 colleges supply our needs, the junior college should limit its field to vocational and occupational training supplemented by education in citizenship.

HENRY M. WRISTON, *Brown University, Rhode Island*

The junior college movement so far as it is promotional and imitative is not a good movement. So far as it meets local needs in a local manner without attempting to standardize its procedures, without being too much concerned to be like every other junior college, it is healthy and valuable.

JOSEPH H. EDGE, *Dakota Wesleyan University, South Dakota*

With a rising tide (and I hope it continues to rise) of culture and living standards and greater competition and more efficiency needed, there should be a more definite move to encourage youth to go to college and not merely satisfy themselves with early terminus.

S. C. GARRISON, *Peabody College, Tennessee*

Boys and girls finish high school so early that they should have at least two years of further education before they enter the occupations. This can be done best in a two-year institution.

O. C. CARMICHAEL, *Vanderbilt University, Tennessee*

The junior college movement has much to contribute to American education if adapted to needs of students. The years of schooling will doubtless be increased and work beyond the high school will be desired by more than 50 per cent of youth in time. The junior college should take care of that large group not suited to full college work or the professions.

F. S. HARRIS, *Brigham Young University, Utah*

In my opinion the junior college movement is very important partly because of its terminal aspects, but equally important is the fact that these institutions enable many students to do college work at home, when they do not have resources to go away to a university.

F. W. BOATWRIGHT, *University of Richmond, Virginia*

I believe in the value of the junior college as a terminal institution. A large percentage of high school graduates would do better to attend a junior rather than a four-year college.

EDWARD H. TODD, *College of Puget Sound, Washington*

It is my opinion that the junior colleges have a great part to play, but it is dangerous for young people to get the idea that there is any terminal point in education, or that mere professional equipment is all the preparation that they need to live a successful life. If junior colleges teach terminal courses, they should also impress upon the minds of their graduates that there are vast fields of knowledge out beyond, which will be helpful to them in whatever trade, business, or profession they may enter, and give them the inspiration to be students as long as they live.

W. A. BRATTON, *Whitman College, Washington*

The junior college seems to me to be adapted to the production at relatively small expense of competent workers in many fields in which they are much needed and in which they are now produced in insufficient numbers by the much more costly procedure of apprenticeship.

IRVING MAURER, *Beloit College, Wisconsin*

Actual employment is in many instances a far better thing for youth than a junior college organized on the terminal function idea. There is some gain in the broadening of life that comes from a presenting of material facts with the philosophy of life that is constructive, but generally speaking, if the courses in a junior college are pointed to train for a vocation, the actual training in the vocation itself is the superior thing. I look to see the junior college movement grow and through an increasing experience arrive at a definite clarity of objectives so it will fit into the whole scheme of education.

G. T. VANDER LUGT, *Carroll College, Wisconsin*

In my opinion the junior college movement is primarily an indication that the colleges have not been aware of the problem. I believe that the colleges can so arrange their program of general education that it will adequately take care of those young people who graduate from high school but not from colleges.

THOMAS N. BARROWS, *Lawrence College, Wisconsin*

For many years I have felt that the American theory of "democratic education" was unsoundly based. In the first place, I do not think we can afford to give everyone a free college education. It is doubtful whether everyone should have a high school education as we now have high schools organized. On the other hand, I think the state owes our potentially outstanding young people far more than they now get. Democracy does not mean, to me, free everything for everyone, but complete opportunity for the outstanding young people to reach the opportunities to which their capacities and qualifications entitle them.

### City Superintendents of Schools

C. B. GLENN, *Birmingham, Alabama*

We see no particular advantage in the organization of junior colleges as separate units. College courses should be so varied and enriched as to accommodate this demand.

G. T. PATRICK, *Jasper, Alabama*

In some of the states, especially in California, the junior college movement is making rapid progress. In the southern states, where the



junior college program should be expanded more, the growth is slow, but I think sure. If there were more junior colleges in Alabama we would profit much from them.

H. G. DOWLING, *Tuscaloosa, Alabama*

The junior colleges have the advantage of *newness*. They start with a clean page and are not hampered by any hide-bound traditions and laws of the Medes, as are our universities and regular colleges. Possibly these new institutions can "strike out" into the wilderness

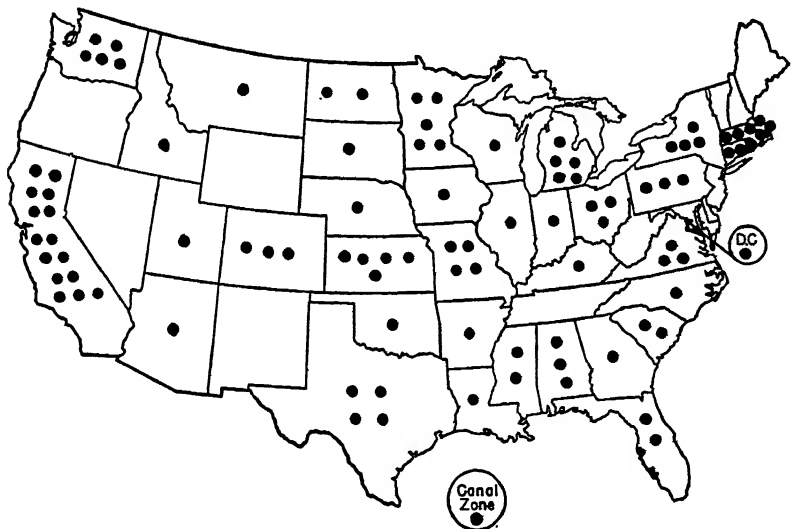


Figure 50. LOCATION BY STATES OF 97 CITY SUPERINTENDENTS OF SCHOOLS WHO ARE QUOTED

of ages 17-22 and actually find some paths, blaze some trails, that will help lead the young people to a successful life. The junior colleges might prove brave enough to fit their pattern to the young folk instead of trying forever to shape youth into a jigsaw puzzle descended from medieval times.

LAKE NELSON, *Safford, Arizona*

I hope that we do not miss the fine chance to arrange the junior college curricula to meet more nearly the practical needs of the average enrollee. We missed this in so many high schools.

ANDREW L. BURNS, *Magnolia, Arkansas*

I think the junior college should major in preparing its students for filling semiskilled jobs—jobs that do not require a technical four-year education.

HOMER C. WILSON, *Fresno, California*

I believe that the junior college must move in the direction of two distinct types of training: one type, approved and accredited as preparation for advanced work in the university; the other type, with terminal facilities at the end of one or two years of a standard acceptable in the vocations of business and industry.

LOUIS E. PLUMMER, *Fullerton, California*

A large per cent of the graduates of our high schools, as well as students over 18 years of age who have not completed high school education, could profit from such semiprofessional and terminal curricula as junior colleges could offer. To many of them it is the only opportunity to make further preparation of either a vocational or cultural nature.

WILLARD S. FORD, *Glendale, California*

The junior college now holds a position in the American educational system comparable with the position of the high schools in 1900. There is a definite movement to provide college experiences for a large proportion of all American youth. From the standpoint of maturity and ability to benefit by such a program, this two-year period has very important possibilities. In a period characterized by technical equipment and processes, specialized vocational training is of increasing importance. The majority of students who will not complete the college and professional preparation should receive a high quality of vocational training at the junior college level.

KENNETH E. OBERHOLTZER, *Long Beach, California*

I believe that the junior college is coming to be one of the most important educational institutions in our society. Its vocational function is increasing because of the age at which young folks are accepted into employment today. We believe there should be a rather long period of general education, followed by a relatively short period of vocational education at or near the time of employment.

H. A. CAMPION, *Assistant Superintendent, Los Angeles, California*

If the junior college senses its true mission in the educational program, it can become the most important factor in the development of social and economic stability. It is an institution that can bridge the gap between the dependency of childhood and the need for independent action on the part of the adult. It is an institution that deals with the most vital period in the adjustment of human beings. It is unhampered by tradition and can do much toward the development of a program in tune with the needs of modern youth. I hope it does not miss the boat.

WILLIAM F. EWING, *Oakland, California*

For the past 20 years I have advocated the establishment of publicly supported junior colleges. I have been delighted with the splendid growth of these institutions in California. I am glad to see that the terminal function of the junior college is receiving increasing attention for I feel that in this field we have the greatest challenge and the greatest opportunity for educational service.

JOHN A. SEXSON, *Pasadena, California*

The advent of the junior college with its terminal education program is the last step in establishing in America a fully free public school system adequate to our national needs.

CLIFTON C. WINN, *Pomona, California*

The junior college should provide such training for high school graduates and other qualified citizens as is not usually provided by the high school. Its aim should be largely terminal. It should supplement rather than compete with already existing educational facilities.

J. H. CATLIN, *Reedley, California*

Too many of our college students are graduating with no technical training for a particular job. Benefits of cultural development they have received, but you can't live on culture.

JAMES F. BURSCH, *Deputy Superintendent, Sacramento, California*

The junior college should provide any or all kinds of needed training for youth who have graduated from senior high school and have reached their 18th birthday and are not yet employed. It should emphasize the terminal function for those to whom it applies; the preparatory function for those to whom it applies. Training for per-

sonal or civic efficiency should be provided for all. In its "young adult division" it should perform a reservoir function. Here occupational skills previously acquired should be maintained and occupational placement should be sought actively by the junior college for individuals in this reservoir group.

GEORGE C. JENSEN, *Assistant Superintendent, Sacramento, California*

Post-high-school training is inevitable. The junior college is the normal institution for assuming this responsibility. The development of industry and modern business postpones the entry of youths into occupations and makes training for occupations increasingly imperative. Our high schools will gradually become completely institutions of general education, leaving specialized education to the higher institutions. There will of necessity be much coordination between institutions for vocational training and employers. Junior colleges, located near fields of employment, can serve this training purpose better than larger institutions far removed from employing fields. Occupational surveys, training for employment, placement, and follow-up, are as essential for the great majority of our students as the prescribed courses are for the few who go on to universities. The junior college is the next essential step in the march of educational institutions.

CHARLES E. TEACH, *San Luis Obispo, California*

The junior college is without doubt one of the best first aids for youth. One of its growing pains is the urge to treat it lightly. If we shall be able to overcome that tendency the junior college will be increasingly useful in the development of American citizens of tomorrow.

F. A. HENDERSON, *Santa Ana, California*

A generation ago the high school was the "people's college." Today the junior college occupies this place. Junior college training is almost essential today for employment. It is here to stay and should devote itself primarily to problems of immediate employment.

PERCY R. DAVIS, *Santa Monica, California*

The demand for college education is rapidly becoming almost as universal as has been the demand for high school education during the last two or three decades. The rapidly growing junior college movement is in answer to that demand, which previously established

colleges and universities cannot begin to meet—for a number of different and obvious reasons. Under such circumstances the function of the junior college is primarily two-fold in my opinion, namely: first, general education for constructive citizenship and social living; second, vocational education for the semiprofessions, for business, and for industry. These two functions are terminal in character. The door should not be closed to junior college graduates who wish to go further in university education. Therefore, the third function, the college or university preparatory, cannot be neglected. The first two terminal functions, however, should be predominant. At present university lower-division requirements compel too high a percentage of junior college students to sacrifice essential elements of general education.

STANFORD HANNAH, *Taft, California*

The junior college movement, particularly with reference to its terminal aspects, has been brought about by two factors. First of all, the fact that industry has indicated that it does not wish to employ students at the age at which they complete high school. They are, therefore, unable to find work, and unless some provision is made for the wise use of their time, the period between graduation and employment is going to be worse than wasted. Secondly, modern life and modern industry require a greater degree of training than can be provided by the time of graduation from high school. Requirements for a good, broad, and sound general education will occupy the major part of the high school program. Along with this can be given some prevocational and even some vocational training. The major part of the special training for entrance into a given occupation, however, should follow the twelfth year. Here is the opportunity for the junior college. It seems very short sighted to bring students up to the point where they are ready for that special training which will increase greatly their economic value to society as well as to themselves, and then to drop them. It is our belief that the continuance of free public education through the necessary vocational training of the masses is necessary.

BEN M. WILLIAMS, *Balboa Heights, Canal Zone*

The consistent and rapid growth of the junior colleges is one indication that, in the opinion of many people who patronize them, they serve a useful purpose. Almost without exception junior college ad-

ministrators are introducing terminal courses suited to the needs of the community as rapidly as the institution will warrant.

J. FRED ESSIG, *Grand Junction, Colorado*

The junior college movement is one of the most significant developments to meet modern conditions in American education.

JAMES H. RISLEY, *District No. 1, Pueblo, Colorado*

The need in a community such as this is for a very decided emphasis to be placed on vocational guidance and direct vocational preparation after a careful survey of community needs. Too many of our young people are attempting liberal arts courses who fail to profit by them. There is a growing scarcity of skilled and semiskilled workers.

RAY E. REDMOND, *District No. 20, Pueblo, Colorado*

The junior college holds great possibilities for the student who desires specific training in trade or business. In the field of terminal training the junior college has its greatest opportunity. Perhaps sufficient college preparatory courses should be maintained for the few who will go on, but emphasis should be on terminal courses.

JOSEPH A. FITZGERALD, *New Haven, Connecticut*

The extension of the junior colleges should be closely integrated with the revision of the present high school curriculum, adding more intensive specialization to the more general training of the secondary school.

WARREN A. HANSON, *New London, Connecticut*

The junior college must find itself first before its value can be determined.

CHESTER W. HOLMES, *Assistant Superintendent, Washington, D.C.*

The junior college should be particularly helpful in giving youth certain types of subprofessional and vocational training not available in liberal arts or technological colleges—the youth who cannot afford four years of academic training, or who are not fitted for it, or who simply don't want it.

WILLIAM B. TRELOAR, *Supervising Principal, Daytona Beach, Florida*

In this area, purely tourist, the opportunities for high school grad-

uates to secure employment without some specialized training, are *nil*. We are using the coordination plan with the eleventh and twelfth grades in order to permit these students to serve as apprentices in the field of this choice and in this way they come out partially trained and knowing what it is all about. The junior college could do a much better job of this if its facilities were available to such students.

I. T. PEARSON, *Director of Instruction, Miami, Florida*

The junior college with terminal function in mind is greatly to be desired in Florida. However, Florida is too poor (or at least it thinks so) to undertake higher education on a free basis.

J. O. ALLEN, *Albany, Georgia*

Our community is considering establishing a junior college. We consider it necessary to take care of the educational needs of this community and a number of nearby communities. We need such an institution to serve as a terminal for some 35 to 40 per cent of our graduates and as a preparatory institution for higher education for 25 to 30 per cent of our graduates.

E. S. STUCKI, *Rexburg, Idaho*

There will be more and more need for junior colleges especially those giving terminal and vocational courses.

GEORGE A. SCHWEBEL, *Cicero, Illinois*

My judgment is that the junior college movement should encourage high school graduates to secure more advanced learning. I cannot see the division which would make future learning impossible for many who under the present set-up of college requirements would not be permitted to enter advanced college courses later in life.

C. V. HAWORTH, *Kokomo, Indiana*

Thousands of young people who are now in college should be in junior colleges and much of the work should be of the terminal variety.

A. A. JOHNSON, *Muscatine, Iowa*

The question our students are asking us is: What can I learn here that will give me a job?

L. H. PETIT, *Chanute, Kansas*

There is no question but what the junior college movement today carries with it the same possibility that the high school movement did a few years ago. This will be particularly true if the junior college sets for its standard, practical terminal courses rather than offering only those things that will point to professional life and the so-called white-collar jobs.

KENNETH MCFARLAND, *Coffeyville, Kansas*

I have just finished a doctor's dissertation dealing primarily with the problem of determining appropriate terminal curricula for our own junior college. This study thoroughly convinced us here that, wherever possible, direct vocational training should be deferred to the post-high-school level. Our study shows again that most vocational failures are not occasioned by lack of specific skills. People get fired because they are immature, unreliable, lazy, irresponsible, tactless, intemperate, immoral, dishonest, disloyal, possess poor dispositions, or are classed as "poor personalities." It is not presumed that personal qualities can be *substituted* for skills but it is contended that such qualities must *supplement* skills if vocational success is to be realized. This is what is meant by the *vocational value of general education*. Our study included a complete vocational survey of the local job market. This survey shows, in common with more general surveys, that there is no demand for 16- and 17-year-old children who possess one skill, no judgment, and insufficient general maturity. Let us postpone vocational education to the junior college and make it include sufficient general education along with the preparation in specific skills.

J. F. HUGHES, *El Dorado, Kansas*

My ideal for even those who should go on with higher education is that each should have vocational training which he can use effectively in the work-a-day world, should he drop out of school any time after leaving high school. The junior college assists greatly in the realization of this ideal.

J. A. FLEMING, *Iola, Kansas*

While the preparatory function of the junior college is very important, I feel that the terminal function is at least twice as important.



EVAN E. EVANS, *Winfield, Kansas*

In general the junior college movement has been merely a high school extension. Unfortunately, it has been neither a high school nor a college. With the present attitude of the junior college leadership toward vocational terminal education, I have the feeling the junior college movement will spread rapidly and will soon become a recognized force in American education. The present crisis gives the leaders an opportunity to install some of this vocational training as an aid to national defense. Once installed, its merit will be recognized and it will never be discontinued.

ARVILLE WHEELER, *Ashland, Kentucky*

The junior college should be *loaded* with terminal courses. There is a need for a terminal junior college which cannot be met by the four-year college.

E. W. JONES, *Shreveport, Louisiana*

I am strongly of the opinion that junior college is all that most high school graduates ought to undertake. This, however, is with the assumption that these junior colleges will equip them for some definite place in making a living.

ARTHUR L. GOULD, *Boston, Massachusetts*

Young people, more and more, in order to meet the demands of effective participation as citizens in our democracy, need the social and technical training which the junior college offers.

HECTOR L. BELISLE, *Fall River, Massachusetts*

There is a wide range of occupations in a twilight zone requiring more than a high school education and less than a full technological education. The junior college, as a primarily terminal institution, can prepare for these occupations without barring the way to further training for those who wish two years more.

CORNELIUS P. TURNER, *Leicester, Massachusetts*

The junior college movement with reference to its terminal aspects is vital to the youth of America when one considers the small percentage of high school graduates who continue their education and also the failure of high schools to prepare our youth to take their place in our industrial world of today.

HARVEY S. GRUVER, *Lynn, Massachusetts*

There is no such thing as terminal education. An educational program should be so conceived that it may be continuous and always planned in reference to the next step which the individual contemplates making, whether that is continued study or participation in life activity.

JOHN E. GRANRUD, *Springfield, Massachusetts*

It is my feeling that the junior college has a significant contribution to make to American education. In our own city we have viewed with alarm the gap between high school graduation and regular employment. In recent years more than 60 per cent of our high school graduates did not secure employment (full-time regular employment) until a year after graduation. Many remained unemployed two years and more. But it is not merely as a stop gap between secondary education and employment that junior colleges are important. Citizens in a democracy are confronted with highly complicated problems on which they are expected to vote. We assume that they are fully competent and capable of passing judgment on highly technical trade treaties, tax laws, labor regulations, etc. Of course in practice they merely vote for candidates—but if democracy is to meet its problems successfully its citizens must be capable of voting on issues and not on men alone. Our answer to the powers of darkness abroad in the world must be ever increasing enlightenment. The junior college, it seems to me, is one of the means to achieve an enlightened citizenry.

EDWIN H. MINER, *Wellesley, Massachusetts*

Youth in eastern states, where reasonably priced higher education is not universally available, should have the advantages of junior college education. The latter, however, should not borrow the liberal arts college's first two years.

M. L. MCCOY, *Big Rapids, Michigan*

Certainly young people who have little or no interest and even less business (notwithstanding Dr. Hutchins) in the academic, should become literate in modern life process and trends, for which time is inadequate in high schools.

L. H. LAMB, *Flint, Michigan*

The junior college movement is one of the most outstanding devel-

opments in American education which will fill an obvious social and economic need.

ARTHUR E. ERICKSON, *Ironwood, Michigan*

Vocational (terminal) education is moving up to the junior college years. The only question is whether the junior colleges or some other agencies will meet the need.

HAROLD STEELE, *Jackson, Michigan*

The junior college movement, especially its terminal aspects, is becoming more important year by year.

JOHN A. CRAIG, *Muskegon, Michigan*

Junior college comes as a natural educational development. It should be available to all within the next decade.

G. B. FERRELL, *Brainerd, Minnesota*

The junior college is a very important educational institution, and should have encouragement and support. The terminal aspect should be more fully developed. State or Federal aid in this development would seem desirable.

J. W. DUTTER, *Coleraine, Minnesota*

I have a feeling that we have better facilities on hand to train boys to run tanks, pilot airplanes, and operate electric apparatus than most anything the army will be able to do in the short period at its command. I believe the junior college is the most adaptable institution in public school education today. It has few traditions and could be molded easily to fit a need if that need were clearly determined.

LEO H. DOMINICK, *Fergus Falls, Minnesota*

I believe the junior college has a dual function, terminal for the majority, but also preparatory for a minority group. Greater emphasis should be placed on vocational work.

N. C. KEARNEY, *Director of Research, St. Paul, Minnesota*

The junior college movement started out on the wrong track in many cases, stressing college preparatory work or preprofessional training exclusively. There is a shift now that is significant and that promises to fulfill a real need in the education of youth.

L. A. LAVINE, *Virginia, Minnesota*

The purpose of the junior college is to make employable citizens by offering terminal courses which are functional.

EDGAR S. BOWINS, *Brookhaven, Mississippi*

An improved terminal program would aid materially in adjusting at least 30 per cent of our high school graduates in securing some worth-while employment.

B. FRANK BROWN, *Gulfport, Mississippi*

I am in hearty accord with the movement to encourage our junior colleges in studying terminal courses carefully and putting into their courses of study such work as might be needed in the section where they are located.

W. E. ROSENSTENGEL, *Columbia, Missouri*

I believe that the junior college movement organized for terminal education is one of the most important educational movements. Thousands of students who are graduates of high schools cannot secure employment and should be in school but not in colleges as our present universities and colleges are organized. There are also many students in our present colleges and universities who should be attending a school which offers terminal education of the junior college rank. If a sufficient number of junior colleges were organized giving work on the terminal basis, it would change the picture for youth. It would seem to me that the Federal government and state governments should look more toward this kind of training than the training that is being given in CCC camps and some of the proposed NYA programs.

E. T. MILLER, *Hannibal, Missouri*

The junior college, especially in its terminal educational program, offers the best opportunity for communities to train their youth for actual entry into the business and community life.

ROSCOE V. SHORES, *Kansas City, Missouri*

To me the development of the junior college movement, particularly with reference to its terminal aspects, is most vital. Our boys and girls who cannot afford to go away to college or university must be cared for in schools through the age of 20 or 21.

M. F. BEACH, *Moberly, Missouri*

The junior college, I think, has an excellent opportunity, as well as responsibility, to prepare the great mass of American youth to live.

JOHN D. SHIVELY, *Havre, Montana*

The junior college should care for the students not interested in a regular college course. There are plenty of professional schools now. We need more high-class trade schools for the 85 per cent not going to college.

PAUL E. SEIDEL, *Wahoo, Nebraska*

The junior college has merely extended the academic courses of the high school and served as a preprofessional institution. There is a need for minimizing the "white collar" and glorifying the "overalls."

AUSTIN R. COULSON, *Albany, New York*

With the large number of four-year colleges that we have, it seems to me that the main object of the junior college should be to provide terminal courses.

FREDERICK H. BAIR, *Bronxville, New York*

In my judgment the junior college is the logical and proper next step in the fulfillment of the American idea of the fullest possible development of every individual. The spread of public high schools in the '90's and since was the last great stride forward; the spread of the junior colleges is the next.

DAVID H. MOSKOWITZ, *Assistant Superintendent, Brooklyn, New York*

The junior college should have courses designed to bridge the gap between the school and participation in adult activities. The terminal aspects of the course should consist in an effort to prepare the student for social competence as well as vocational competence in a particular field.

LLOYD N. MORRISETT, *Assistant Superintendent, Yonkers, New York*

I regard the junior college particularly with emphasis on its terminal aspects as the logical development of our secondary school system. Without it secondary education for youth is incomplete. This type of educational training is better suited to youth than the first two years

of college ordinarily are. It is the kind of general education that I advocate and recommend and hope to see unanimously adopted.

T. WARD GUY, *Statesville, North Carolina*

The junior college movement should be encouraged in every way possible, especially the terminal function.

H. O. SAXVIK, *Bismarck, North Dakota*

Junior college offers opportunities for vocational training not usually available in colleges and special classes for adults in business.

M. B. ZIMMERMAN, *Wahpeton, North Dakota*

A secondary school education is not sufficient today to enable a youngster to go out into life and take his or her place as a breadwinner or homemaker. An eighth-grade education at one time in our history accomplished that. With the greatly changed conditions of today, youngsters need a longer broadening and seasoning process to get ready for the job of living properly. To get and hold a job today, the individual must know more, technically and generally. The secondary school graduate is younger than he used to be. He simply is not ready to assume the heavy responsibilities demanded by employment. The junior college should present him with the opportunity to mature in judgment, broaden his vision and knowledge as well as his skills, thus fitting him for the important job of being a good citizen in a democracy.

RALPH H. WATERHOUSE, *Akron, Ohio*

An expanding national culture constantly will increase the complexity of the social, economic, and political problems, thus raising the common intellectual, technical and esthetic standards. We should need, therefore, to make very easily available, beyond the high school period, opportunities for a widespread acceptance of opportunities for dealing with challenges from the intellectual, the technical, and the esthetic areas.

J. H. MASON, *Canton, Ohio*

I am not impressed with the junior college movement if it does not prepare for further college training.

CHARLES E. WIGTON, *Oberlin, Ohio*

The liberal arts college is still too conservative to meet the needs of the masses. It serves one purpose—preprofessional training. The

junior college has a definite service to render in carrying true education beyond the secondary field.

H. E. WRINKLE, *Oklahoma City, Oklahoma*

It is my opinion that the junior college of the near future will be found in all cities of 15,000 and over, consisting of grades 11, 12, 13, 14, or 12, 13, 14, offering a terminal program designed to meet the needs of the many students for whom the junior college is the final institution of learning which they will attend.

J. I. BAUGHER, *Hershey, Pennsylvania*

We need an education of a terminal nature at the end of high school for two more years, that will be more semiprofessional in character—more closely related to industry, the home, citizenship duties, the church, and the community in general.

CALVIN V. ERDLY, *Lewistown, Pennsylvania*

The need for diversified curricula beyond twelfth year is very evident. The junior college or something similar is needed for setting a new terminal.

J. NELSON MOWLS, *Uniontown, Pennsylvania*

I am in favor of the present trend toward the junior college. The junior college should offer courses of a practical nature. It should serve the 40 per cent or 50 per cent who are now taking the general course in our public high schools.

CHARLES F. TOWNE, *Providence, Rhode Island*

There is a genuine need for an institution which will carry a student at least two years beyond the high school, and which will provide him with sufficient training to produce occupational competency and sound citizenship, attitudes, and habits. The traditional liberal arts college with its preparatory requirements does not at all serve the real needs of at least 75 per cent of students of high school age.

E. C. McCANTS, *Anderson, South Carolina*

While the junior college should be equipped to prepare students for additional educational training, I feel that the principal function of the junior college should be to round off a pupil's high school training and prepare him to earn a living as soon as his work in the institution is completed. In this connection I think that during the male pupil's junior college career he should be given sufficient military training

to exempt him from any draft for purely training purposes. I think, also, that for all those pupils not expecting to enter college or university, vocational training should be stressed.

A. J. RICHARDS, *Denmark, South Carolina*

I feel that there is a definite place for the junior college which has the terminal function as a guide and reason for its being. I do not feel the need of the junior college for any other purpose.

BARRETT LOWE, *Wessington Springs, South Dakota*

I think there is a definite need for junior colleges to serve as terminal institutions where high school graduates may prepare for vocational work such as teaching in rural schools, commercial work, trades and industries. Here young people could find themselves and definitely prepare to make a living. In a sparsely settled state the junior college can supply opportunities in guidance and skills which are sadly lacking in the small high schools which serve as their feeders.

A. H. HUGHEY, *El Paso, Texas*

The junior college has a definite place in the American educational organization—that primarily of providing an extension of training in vocational lines for those who cannot undertake or who do not wish a four-year college education. This statement should not exclude entirely the preparatory function of the junior college, since many students will wish to undertake the first two years of college work in their home communities for financial reasons, etc., but the preparatory function should be held subordinate to the vocational training service, a terminal function.

E. E. OBERHOLTZER, *Houston, Texas*

I should put the chief functions of the junior college to provide two years extension of general education as well as vocational education. These should be organized with respect to cultural, civic, and vocational needs. The nation's greatest need is an extension of general and special education in order to help the people with minimum education for the American way of life.

H. A. MOORE, *Kerrville, Texas*

The junior college offers best means of caring for young people during the period of adjustment between secondary school and absorption into economic life.



J. E. BURNETT, *Stephenville, Texas*

The courses containing the very bread of life should be given in these institutions since many do not go beyond them.

N. J. BARLOW, *Cedar City, Utah*

There seems to be a great need in our state for terminal courses. It does seem to me that this is the chief function of the junior college.

F. W. KLING, JR., *Buena Vista, Virginia*

Because of the National Fair Labor Standards Act and other labor regulations, it is almost impossible for youths under 18 to get satisfactory employment. For that reason I look to see the compulsory school attendance age (now 15 in Virginia) raised, ultimately to 18 or 20. The junior college is the logical next step when this happens.

G. L. H. JOHNSON, *Danville, Virginia*

I think of a revision of the general education courses so that they may have a far more definite relationship to the vocational courses offered. Such general education courses will be quite good enough to be recognized by standard colleges for appropriate advanced standing, if further college training is desired, but they will also be such as to make more certain that the terminal education of the junior college will be more broadly and also more specifically functional. For a single example, instead of planning the junior college English curriculum to fit the English program of the standard college for the junior and senior years, it should be so planned as to assure in the junior college period a fine working knowledge of the various forms of written and spoken English. The amount of time to be devoted to literature as such, with its great reaches and types and techniques and authors, must be reduced. Make sure only, in this phase, that there will be a love of literature which will fix a life attitude—a desire for good reading, etc.

R. C. JENNINGS, *Waynesboro, Virginia*

I think the terminal aspects of the junior college are important. Many young people go to formal colleges who could profit more by vocational preparation in a junior college.

J. A. REEVES, *Everett, Washington*

There is a very evident gap between the high school age and the age when industry and labor can or will use our young people. In that

gap which is from two to four years in length, there is danger that ambitious, loyal young men and women will become discouraged because they have nothing to do but look for a job which isn't there. Most of these people are ready to get started to do something worth while and they become very restless when they have to wait and do very little. Their minds are too idle and may become receptive to suggestions of discontent (fifth column, etc.). In that way we prepare the minds of our next citizens for just the thing which we wish to prevent. In other words, if vocational junior colleges did very little else but keep youth busy at some phase of worth-while learning to keep up their morale, they would be a good investment.

E. J. MCNAMARA, *Longview, Washington*

Terminal education—not only semiprofessional but trade and industrial—should occupy the first two school years beyond the high school for a majority of secondary school graduates. A public junior college is the logical place for such instruction.

WORTH MCCLURE, *Seattle, Washington*

Junior college is a timely extension of secondary education. Terminal aspects should not be rigid.

ORVILLE C. PRATT, *Spokane, Washington*

The junior college is growing fast now for the same reason that the high school began to grow rapidly between 1880 and 1890 and has doubled each decade since that time up to 1930. As technological unemployment dislodged children of higher and higher ages, parents were confronted with three choices where formerly with but two. The three choices parents had when their children finished the eighth grade were: (1) to let them go to work, (2) to let them go on to high school, or (3) to let them loaf. Now the opportunity for work has completely disappeared for eighth-grade graduates and to a large extent for high school graduates. In a survey we made locally, we found that those one year out of high school as graduates fell into three groups: (1) one-third were still in school—college, business college, technical schools, etc.; (2) one-third had found work; (3) the final third had not been able, financially, to go on to school and had not been able to find work. It is this group that need imperatively to be cared for. They cannot be cared for by a junior college which is merely a fragment of the ordinary college. The work suitable for them needs to be very definitely vocational.

P. F. GAISER, *Vancouver, Washington*

Junior college is our chief hope of bringing beyond-high-school training opportunities to the student, and of adapting such an educational program to student needs.

MILTON C. POTTER, *Milwaukee, Wisconsin*

Many sorely tried children without \$100 break under the double dose of work and study in a distant college or university. A Milwaukee boy without a hundred dollars (or without a shirt) may attend the Social Center for grades 13 and 14.

### University Registrars and State Department Officials

MERTON E. HILL, *Director of Admissions, University of California*

Regional surveys showing employment needs should be made and junior colleges should respond by developing curricula designed to train students for success in occupations for which the junior colleges train.



Figure 51. LOCATION BY STATES OF 23 UNIVERSITIES AND STATE DEPARTMENTS OF EDUCATION WHOSE ACCREDITATION OFFICIALS ARE QUOTED

HELEN G. DUGGAN, *Examiner, University of Colorado*

I see the problem of the student who has used the junior college more or less as a testing field and has combined in his schedule the

practical or terminal courses with some of the degree-requirement courses. In arranging the curriculum of a junior college, it would be helpful to the student, and incidentally to us, if consideration were given to this phase of the problem. A junior college student should understand thoroughly that if he included any of the terminal courses in his schedule, he could not expect to receive advanced standing credit for them if he later decided to go on to a four-year college.

M. W. CAROTHERS, *Director of Division of Instruction, State Department of Education, Florida*

Economic conditions and trends seem to indicate that few young people will be able to secure full-time employment before 20 or 21 years of age. An additional two years of educational opportunity should be provided at public expense to make it possible for young people to use these two years profitably.

ELLA L. OLESEN, *Registrar, University of Idaho*

Terminal education in junior colleges of this particular section of the country, as I see it, should take over the training given in the business colleges and give like training in fields other than business.

LOUIE LESSLIE, *Secretary, State Board of Education, Kansas*

In the past years the chief interest and emphasis in Kansas junior colleges has been in the "preparatory function" but at present there is a pronounced interest among the administrators in the further development of the "terminal function." While the junior college is the logical place for terminal education, it is to be hoped that the colleges will base their course offerings on scientific data to the end that the educational needs of the given social group will be provided.

H. E. CHANDLER, *Chairman of Committee on Relations with Junior Colleges, University of Kansas*

The terminal function is in my judgment the most important aspect of junior college work. In this state our colleges have done little in terminal work. A serious, studied effort to formulate vital, functional curricula leading to an intelligent understanding of the problems of American life and the establishment of terminal courses in trades and in semiprofessional fields are two great needs in junior college education today.

PAUL P. BOYD, *Secretary, Kentucky Association of Colleges and Secondary Schools, University of Kentucky*

All colleges, including the junior colleges, should provide terminal courses covering the first two years.

LEO M. CHAMBERLAIN, *Registrar, University of Kentucky*

Unemployment may make it imperative for larger numbers of young people to remain in school until the age of 20 or thereabouts. Obviously many of them cannot fit into the traditional college program. The junior college can contribute much to the education of this group if it will recognize and seize its opportunity. However, it should be kept in mind that the high schools have had the same opportunity in the past and with few exceptions have failed to take advantage of it.

PERCY F. CRANE, *Director of Admissions, University of Maine*

The terminal aspect of the junior college movement is worth while and rapidly establishing a permanent place in American education.

ROYAL R. SHUMWAY, *Chairman of the Committee on Relations of the University to Other Institutions of Learning, University of Minnesota*

In my judgment the terminal function of the junior college is by far its most important one. Any one who has been a personnel officer in an arts college knows that there are many students enrolled for whom its curricula are not suitable but who are there because there is no training available which meets their needs. It seems to me that the junior college may fit exactly into that situation and give not merely terminal vocational training but general cultural training as well. I do not believe such a program is in any way an infringement on the objectives of any other types of educational institution.

FREEMAN DAUGHTERS, *Chairman of Commission on Higher Education of Northwest Association of Secondary and High Schools, Missoula, Montana*

We have long needed adequate *vocational, technical, and semi-professional* schools in the United States. The demand is shown by the fact that wherever and whenever schools of that type have been opened they have been crowded to the doors with students even on the upper grade and the high school levels. However, if junior col-

leges merely duplicate the university preparatory work of the freshman and sophomore years, the extra expenditure of public funds is hardly justified. If they stick to the terminal education field they will render a profound contribution to American education.

H. H. SWAIN, *Executive Secretary, University of Montana*

The junior college may have a very valuable contribution to make to education if it is thoroughly controlled by those whose prime concern is to bring to young people opportunities not otherwise available to them, rather than by those whose prime concern is the patronage of home-town merchants instead of the merchants in college towns.

A. A. REED, *University Examiner, University of Nebraska*

Properly organized junior colleges that stress terminal curricular offerings can be of the greatest aid to public education.

ROBERT H. MORRISON, *State Supervisor of Junior Colleges, New Jersey*

The junior college has a unique function in educating men and women for service in semiprofessional positions. No institution has done this adequately.

IRWIN A. CONROE, *Director, Division of Higher Education, State Education Department, New York*

Refer to my article published in the May 1936 issue of the *Junior College Journal*. Since that date my faith in terminal programs and my sense of need therefor have grown apace.

J. HENRY HIGSMITH, *Director Division of Instructional Service, North Carolina State Department of Public Instruction*

The publicly supported junior college is the only hope of additional training for millions of American youth. Every city of any size or importance should provide junior college training of a very practical or terminal sort as preparation for living as American citizens should live.

WALTER S. COLLINS, *Director of Instruction, State Department of Education, Ohio*

As a terminal institution the junior college should emphasize particularly its possible contributions to business and to trades and industries.

M. R. CHAUNCEY, *Oklahoma Agricultural and Mechanical College, Stillwater*

The junior college should be free to formulate its program to serve the pupils who attend and the community in which it is located. This means that the principal emphasis should be on terminal programs.

ROY GITTINGER, *Dean of Administration, University of Oklahoma*

I do not think that the terminal aspects of the junior college movement should be emphasized. If there is any particular magic in terminal courses, the first two years of the ordinary college of arts and sciences in a university or other school of collegiate rank should learn this magic since a large proportion of students who enroll in universities or colleges generally are not able to remain until they have completed the requirements for graduation.

C. M. HARDISON, *Supervisor, Division of Certification, State Department of Education, Tennessee*

We, in the Tennessee Valley, need the terminal two-year junior college with emphasis on vocational training. It is likely that we shall become a rather large industrial section and shall have need for our boys and girls for two years or less of training for this type of work.

R. F. THOMASON, *Registrar, University of Tennessee*

The terminal idea is good but it presents some difficulties. This type of education places more responsibility on guidance. I am in favor of it if we can have the proper guidance.

E. H. HEREFORD, *College Examiner, State Department of Education, Texas*

The thinking with reference to junior colleges in Texas is definitely in the direction of more terminal work designed to prepare the student for the industries in his section.

E. J. MATHEWS, *Registrar and Dean of Admission, University of Texas*

Every junior college ought, by all means, to make a full and careful study of its vicinity and then do its best to meet the particular needs for vocational and adult education in that vicinity.

F. W. KOHOE, *Registrar, University of Vermont*

We feel that the junior college movement is educationally justifiable. These colleges, if they command plant, faculty, and facilities necessary for satisfactory instruction above the secondary school level, and if they are publicly supported or suitably endowed, will offer satisfactory terminal education to a selected group of secondary school graduates whose abilities deserve this additional formal training. Such colleges may also serve as stepping stones to senior college work for a few students whose capacities are discovered to be of such caliber.

### Editors of Educational Periodicals

H. M. BYRAM, *Agricultural Education Magazine*

There should not be an appreciable growth in the junior college movement, in my judgment, until these institutions either change very radically or until a new and better type of institution is brought into being than the imitations of liberal arts colleges that we have in our present junior colleges.



Figure 52. LOCATION BY STATES OF 34 EDITORS OF EDUCATIONAL PERIODICALS WHO ARE QUOTED

E. J. MOULTON, *American Mathematical Monthly*

Give young men and women as good training and education as possible. Let us not automatically terminate the education of any junior college student.



WILLIAM A. SHIMER, *American Scholar*

The junior college should have as rapid and wide-spread development as did the high school. The high schools should gradually hand all vocational and technical training over to the junior colleges.

L. H. DENNIS, *American Vocational Association Journal and News Bulletin*

The junior college movement is facing some important decisions. If an attempt is made in the junior college to include terminal courses vocational in nature they will succeed or fail according to whether or not they are definitely vocational or a middle-of-the-road program attempting to give both vocational instruction and preparation for a senior college or university.

WALTER E. HESS, *Bulletin of the National Association of Secondary-School Principals*

I believe it is the duty of the local, state, and Federal governments to provide a broad education program, both terminal and preparatory courses, meeting the individual needs of all students until the end of the fourteenth grade, with some aid even beyond to those who can contribute to the betterment of the nation.

EDWARD H. REDFORD, *California Journal of Secondary Education*

The junior college has a certain passive value that is of immeasurable importance, for in this day of wide-spread unemployment it offers a haven where the millions of unemployed youths may occupy themselves with worth-while activities. And in an active sense the junior college makes a contribution of immeasurable importance, for it enables youths to get ready for the jobs that we are coming to realize are available to people trained for them.

BOYD M. MCKEOWN, *Christian Education Magazine*

Probably the greatest opportunity of service open to the junior college is through more emphasis on terminal courses. It seems to me, however, this emphasis should be accompanied by a program of guidance designed to see that each student gets into the type of institution and the type of curriculum which will best serve his needs. With its terminal courses, moreover, the junior college should strive to avoid becoming merely a vocational school. While the junior college is training people to make a living, it should also train them for living—a thing which is much more important than merely making

a living. The terminal curriculum should include some broad basic courses designed to prepare for complete living and to provide an adequate philosophy of life. The junior college should be a center for the dissemination of morals and culture as well as a center for vocational education.

A. L. KNOBLAUCH, *Connecticut Teacher*

I want to add my general reaction as to the significance of the junior college movement. In some respects it looks like a Timothy Dwight movement. It is unfortunate that so much is being attempted with so little careful planning. We need to look at our entire educational set-up before we go in for this movement in a big way.

LAWRENCE W. PRAKKEN, *Education Digest*

Realistic terminal education at the junior college level is one of the most important unfulfilled functions of public education today.

ALFRED L. HALL-QUEST, *Educational Forum*

The junior college increasingly should provide an enriched education for those students who are neither fitted for, nor interested in, an extremely humanistic education. It should place emphasis upon the artistic, mechanical, and managerial types of talent.

J. H. MINNICK, *Educational Outlook*

I believe that there are two ways in which the junior college can be of real service. (1) A junior college of real academic standing in a community where the regular academic college is not easily accessible would be of great service; (2) A junior college of vocational nature will serve a host of young people who should never attempt the academic college. My somewhat critical attitude is the result of seeing many academically good young people enter a low-grade junior college, thinking that they were getting a standard education only to learn later that they had wasted (or almost wasted) two years of their life.

W. WILBUR HATFIELD, *English Journal* and *College English*

The junior college should serve (1) young people whose tastes and abilities are suited to arts-college or professional school work, but whose money will permit only two years—or none—in a more distant college; and (2) young people whose interests and abilities are more immediately practical. The second class is *much* the larger, and for it the terminal courses should be offered in great variety but of ex-

cellent quality. Since, except during industrial booms, youth cannot find work for wages, we should see that youth gets additional education (1) to build character, (2) to advance citizenship, and (3) to prepare for vocation and leisure. If we escape fascism in the present crisis, we must do better by our young people or we shall fall into the pit when the industrial postwar let-down comes.

MORRIS FISHBEIN, *Hygeia—The Health Magazine*

There would seem to be a necessity for the training of young men and young women for technical and business careers, the training being primarily such as could be had through the junior college rather than through the university. Certainly, the high school does not give such a training. Moreover, apprenticeships are not now available as they used to be in the technical trades. Modern business has no time to spend in teaching. It is the place of the junior college to qualify young men and young women for such places. In order to complete the situation, suitable arrangements might be made with well-established large corporations and with the unions to fit graduates of junior colleges, who have had adequate technical and business training, into proper niches in society after their training had been concluded.

CRAWFORD GREENE, *Journal of Arkansas Education*

Because of Arkansas' lack of vocational schools, I think efforts should be made to direct the junior colleges toward a terminal education program.

HERBERT A. TONNE, *Journal of Business Education*

The junior college movement is meeting a vital need in our educational system if it helps to articulate the school life and post-school life. It can be particularly useful to those boys and girls who have adequate financial and initial ability to go through the secondary school but lack those abilities and interests which would make formal college work worth while.

ANSON W. BELDING, *Journal of Education*

It is my firm belief that there should be terminal studies of a somewhat specialized nature at several different levels of the school and college ascent. The junior college comes at just the right period to do an exceptionally good job of equipping a large number of young people for entry into important types of business, technical or semi-professional activity. The value of a four-year diploma as an im-

mediate gateway to employment or a career is increasingly circumscribed.

KATHRYN G. HEATH, *Journal of the National Association of Deans of Women*

The junior college movement is one of the most significant educational movements of the day, because: (1) It seeks to absorb the youth population which could profit materially by additional training beyond the high school, yet which needs to be prepared for useful work other than the professions. (2) It lends itself admirably to the distinct advantage of providing valuable work experience (not necessarily for pay) as a part of the curriculum.

JOY E. MORGAN, *Journal of the National Education Association*

We need a broader concept of the junior college. It should be a vocational, intellectual, and cultural center serving every aspect of the life of its community, with particular emphasis on practical applications to daily affairs.

C. O. WRIGHT, *Kansas Teacher and Western School Journal*

The increased complexity of modern life simply means that the period of training for adult living must be extended. Technological progress has abolished apprenticeship practices and the schools must assume the responsibilities of practical training of youth. An extension of public education beyond the senior high school is imperative.

A. J. LAWRENCE, *Modern Business Education*

The junior college, in my opinion, represents a typically American movement. Its aims and ideals are based upon a democratic concept of society that every child has a right to an opportunity to attain the highest development of which he is capable. Four-year colleges and universities, as now designed, do not offer such opportunities. If the junior college remains true to its ideals, it will receive increasing support from both educators and the public.

EDWIN H. ZEYDEL, *Modern Language Journal*

About a generation ago the public high school became an integral part of the machinery for educating the adolescent generation as a whole. That development has now resulted in an enrollment of 75 per cent of that generation. I envisage this emergence of the high school as merely one stage of a trend in American education. The

next step, I think, will be a similar development of the junior college. Whereas the high school is now the terminal school for the majority, the junior college will, I believe, attain this function in the next 20 to 30 years.

EDWIN A. SWANSON, *National Business Education Quarterly*

The junior college movement, particularly the development of terminal courses and curriculums, undoubtedly deserves and will get recognition in so-called histories of education as the most significant educational contribution of this generation.

LAWRENCE B. JOHNSON, *New Jersey Educational Review*

The junior college movement is part of the natural upward growth of education. It has resulted partly from the inability of the public to swallow the four-year college at one dose and from the disinclination of the four-year college to abandon its traditional function while there was still time.

HERMAN B. WALKER, *Newark Teachers Association News*

Junior colleges with two-year courses that are designed to be terminal rather than preparatory for continued studies are highly desirable and should be a part of the public school system in all states, with high school courses adjusted to the same end. There is little hope for general adoption of this plan, however, until the Federal government uses its taxing power and revenues to supplement the financial ability of the poorer states in financing more liberal educational policies and programs.

CALVIN O. DAVIS, *North Central Association Quarterly*

Education suited to individual needs is the chief safeguard of democracy and the most valuable possession of an individual. Hence adequate facilities for such education are imperative. The junior college gives promise of being the best agency yet devised for graduates of a secondary school—especially if its curriculum and organization are truly functional in character.

JAMES F. ROCKETT, *Quarterly Journal of the Rhode Island Institute of Instruction*

I cannot see the place of the junior college in education. In days of employment it is an invitation to prolong the period for seeking

employment. In days of unemployment it serves a social purpose. It could be used at all times as a wonderful time for practical preparation for life's work. If the student is going to continue at college he should start in a four-year institution.

WILLIAM C. BAGLEY, *School and Society*

I have said publicly on many occasions during the past four years that the junior college is the present "spear-head" in the upward expansion of mass (nonselective, universal) education. The development of the junior college and the development of adult education are the two most important and promising present-day movements in American education.

OLGA A. JONES, *School Life*

I would like to see the progress and service of the junior college develop along lines of meeting an existing need of youth who are unable or unsuited to gain by the regular four-year university courses. I would regret seeing it become a quick "royal road" to education, losing sight of the long and slow educational processes for living as well as for work.

GLEN W. WARNER, *School Science and Mathematics*

Terminal courses designed to fit people mostly for local industries and employment should be provided for those who will profit by them, but they should parallel, not supplant, the standard courses preparing for further college work. The relative emphasis will depend on the community. Many students enter college with one aim in mind but find it advantageous or necessary to change plans before the end of two years. Each student should be permitted to continue until he has completed his revised plan, provided he can do the work successfully.

ERNEST D. LEWIS, *Secondary Education*

The senior high schools find it difficult to take care of pupils needing or desiring more education to round out their study. The junior college is meeting such a need.

LIONEL CROCKER, *The Speaker*

In the face of a mass movement toward technical education I hope that the junior college will give courses in English literature, in history, in government, in economics, in public speaking, in English

composition to its students. I do not like the idea of terminal education. It suggests stopping. Learning should never stop. The mind of the junior college student should be awakened to the great fields of human endeavor.

J. E. GRINNELL, *Teachers College Journal*

The junior college movement is the only sure warrant of continued democratic education for general culture and for community needs. It lends itself admirably to planning for the benefit of community and student alike. Moreover, it assures a better education for deserving youth unable otherwise to go beyond the conventional high school.

LOUIS EISMAN, *Vocational Trends*

I believe that the junior college can make a significant contribution to education in the United States by providing occupational "skills" and furthering the maturity of high school graduates.

LEONORA R. MARTIN, *Vocational Guidance Digest*

Any significant value of the junior college movement will be lost unless terminal courses are shaped for local needs. There should be no encroachment upon the training offered by the local universities. The latter are the best equipped for the professions, for engineering, and science courses. Let the junior college terminal courses be modeled on the area's needs. Local industrial trends should be studied more closely. The existing gap between junior college courses leading toward preparation for employment and the actual employment found should be bridged.

### Miscellaneous Educators

#### REPRESENTATIVES OF NATIONAL ORGANIZATIONS

J. W. STUDEBAKER, *United States Commissioner of Education*, and FRED J. KELLY, *Chief, Division of Higher Education, United States Office of Education, Washington, D.C.*

The junior college is a quite logical educational development essential to the progress of a social order dominated by technology.

J. C. WRIGHT, *Assistant Commissioner for Vocational Education, United States Office of Education, Washington, D.C.*

We have long needed a middle school—between the secondary vo-

cational or technical school and the engineering or professional college. I favor transforming our so-called junior colleges into technical institutes for this purpose.

FRANK CUSHMAN, *Consultant in Vocational Education, United States Office of Education, Washington, D.C.*

In my opinion, much of the reluctance to provide specific terminal courses in junior colleges to fit youth for jobs is due to the erroneous assumption that to do so would tend to limit the general education of

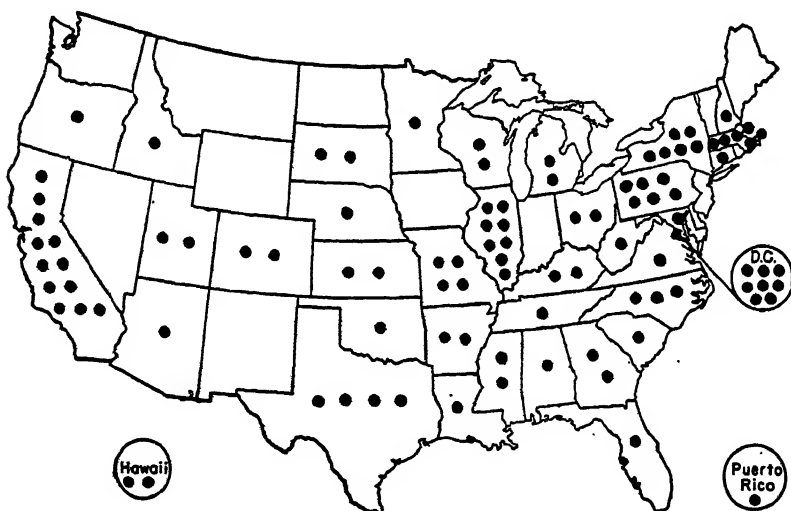


Figure 53. LOCATION BY STATES OF 97 MISCELLANEOUS EDUCATORS WHO ARE QUOTED

the persons enrolled in such courses. This assumption is associated with the entirely false theory that all of one's general education must be obtained prior to getting one's first job. What most young men (and many young women) of junior college age need, most of all, is a job. To give them training to get a worth-while job calls for no apology. The fact should be recognized clearly that they will have all the rest of their lives in which to add to their general education. They will be most likely to do this and to derive real profit from the experience if they have a job, pay taxes, and lead normal lives as self-supporting citizens.



WILLARD E. GIVENS, *Executive Secretary, National Education Association, Washington, D.C.*

In answering I have emphasized the "terminal" responsibilities of the junior college but I do not wish to imply that any educational institution should be the "end of learning" for its students. My thought is that the terminal function should be emphasized at this time because we need more adequate preparation programs for many semi-skilled and semitechnical occupations which fall within the scope of the junior college curriculum.

FRANCES DOUB NORTH, *Coordinator, Department of Business Education, National Education Association, Washington, D.C.*

Junior colleges present the possibility of giving general courses for a greater number of years and of specializing in a more advanced period; they can offer a great many more courses for training in a wider range of vocations than can the high school; they make possible both additional training and added maturity, which are sought by the employing public; they can study the needs of the community and institute courses to meet these needs; they are able to concentrate on skills, thus supplying the demand for experts and for greater efficiency generally; they give young people the advantage of additional training when employment is not immediately obtainable; they give youth the opportunity to prepare for a higher institution at a low cost.

JUDITH CLARK MONCURE, *Associate in Education, American Association of University Women, Washington, D.C.*

I consider the junior college movement, particularly with reference to its terminal aspects, one of the most hopeful instruments discernible today in this country for the betterment of modern industrial society in accordance with democratic ideals.

EUNICE F. BARNARD, *Educational Director, Alfred P. Sloan Foundation, New York City*

Both in practice and in theory, the junior college seems to meet the needs of large numbers of 18-to-20-year-old young people in our complex machine age. It fills the gap between high school and work and (ideally) fortifies them for life both with vocational skills and with a broader and more philosophical understanding of the world.

EDWIN R. EMBREE, *President, Julius Rosenwald Fund, Chicago, Illinois*

It is inevitable that greatly increased numbers of American youth

will be continuing their education beyond high school. Junior colleges could care for half of the coming influx with least expense to the state and (if the junior colleges are realistically planned) with greatest benefit to the students.

EDNA R. VOSS, *Secretary, Board of National Missions of the Presbyterian Church in the U.S.A., Philadelphia, Pennsylvania*

Our organization conducts schools from elementary (but these are now few and fast being discontinued, as states can handle this phase of its program) through junior college in what we term "underprivileged areas"—Alaskan, Oriental, Indian, Spanish speaking groups in the southwest, Southern Mountains, Negro, and West Indian fields. We find a demand for "higher education" from parents and pupils who believe that the more education they have the more easily will they rise from their present undesirable condition. A comparatively small number go to college and even of that number many are not of college material. The great need is for good terminal schools for the masses covering the last two years of high school and the first two of college—schools which, however, will not be stigmatized as those for students not capable of advanced learning. Vocational courses are not popular if to take them sets a student off from his college preparatory friends.

NORMAN A. MENTER, *Chairman of the Board of Education, American Lutheran Church, Columbus, Ohio*

The junior college offering terminal courses provides an opportunity for young people to continue their education beyond the high-school level.

CHARLES P. PROUDFIT, *General Secretary, United Presbyterian Board of Education, Chicago, Illinois*

The junior college has of course been a great help to many who would have dropped out of the race. I fear, however, it has held back some fine prospects who have become contented with mediocrity rather than surpassing excellence.

WILLIAM W. GARTIN, *State Administrator, National Youth Administration, Idaho*

The junior college is spreading as a local institution because it is answering the felt need of the people in these communities. While it has provided in many places an opportunity for continuing academic

and cultural courses, it also should provide terminal courses preparing youth for employment in the vicinity in which they live. These courses should be in line with business training, trade and industrial work, and occupational pursuits of all kinds. The local junior college board should have legal authority to prescribe its own course of study and such course of study should not be limited to the offerings of the state university and other institutions of higher learning.

RUTH MACFARLANE, *State Director, Division of Student Work, National Youth Administration, Los Angeles, California*

A most significant development in education during the past decade, which has served to realize the theory of universal education in the democratic way of life, has been the pattern developed by terminal work in junior colleges. Supplementary to this pattern there should be developed a fuller use of work experience as an educational technique. As so forcefully pointed out by the American Youth Commission in its recent report "What the High Schools Ought to Teach" work experience can assist in the occupational, social, economic, and "adolescent" adjustment of youth.

PAUL POPENOE, *Director, American Institute of Family Relations, Los Angeles, California*

If the junior college is merely a post-preparatory school to give the first two years of standard college work, it will add little to American civilization. If it is a really terminal school, it will not be valuable, but should help to relieve the high school of the present incubus of having to prepare students for universities which they will never attend!

#### STATE SUPERINTENDENTS OF EDUCATION

O. E. LONG, *Superintendent of Public Instruction, Hawaii*

From educational literature and my observation of the junior college development on the mainland, I believe that this institution would be of special significance to Hawaii.

GEORGE S. MCCLENNY, *State Superintendent of Public Instruction, Kansas*

I feel that the junior college has a very definite place in our educational system. Trade schools, practical business courses, and training for skilled workmanship should be included.

J. S. VANDIVER, *State Superintendent of Education, Mississippi*

We are wonderfully well pleased with our junior college program. We want to make it more terminal to meet changing conditions.

FRANCIS B. HAAS, *Superintendent of Public Instruction, Pennsylvania*

The value of the junior college in Pennsylvania will depend largely upon its ability to avoid duplication of offerings of prevailing institutions of higher learning and to afford useful, attractive inducements to youth who have completed high school and wish to pursue studies of a terminal nature.

JOSÉ M. GALLARDO, *Commissioner of Education, Puerto Rico*

The junior college should be considered as a terminal institution for students who, because of financial conditions or lack of interest in pursuing professional courses or advanced work, must prepare themselves to face the realities of life. It should aim at offering such courses as will give the students a better understanding of the world they live in and, particularly, of their community in order that they may understand the functioning of their government and other agencies. It should also have a distinct vocational orientation.

#### UNIVERSITY AND COLLEGE DEANS

WYATT W. HALE, *Dean, Birmingham-Southern College, Alabama*

By organizing and popularizing certain terminal curricula to train for the semiprofessions, the junior college movement should be able to make a distinct contribution to the field of education in an area which is not now being covered adequately.

WILLIAM C. DE VANE, *Dean, Yale College, Connecticut*

I think the junior college movement has risen in answer to the economic and social needs of the communities in which it flourishes. In many respects the junior college is admirably adjusted to its problems and is performing a very useful service. The junior colleges with which I am acquainted are not doing very good college work, or precollege work, because usually they lack the staff and the facilities.

F. A. BEN, *Dean, Eastern Illinois State Teachers College, Illinois*

At the close of the present war there will be a greater need than

ever for terminal junior college courses for the young people who finish high school and do not find employment in industry.

C. L. CLARKE, *Dean, Lewis Institute of Arts and Sciences, Illinois*

May it not be that the general discussion of the "terminal" aspects of the junior college program will prove to be detrimental to the cause? "Terminal" to the popular mind and the minds of parents who have the future interest of their children at heart suggests limitation of opportunity. Would it not be better to attempt to set up the training objectives to be achieved whether it be in terms of general education, citizenship preparation, occupational competency, or what not, than to devise courses of training or education which promise to achieve these various objectives. Then and then only, it would seem, could it be determined whether it was going to be a six-months' course, a year's course, or a two or more years' course.

GEORGE A. WORKS, *Dean, University of Chicago, Illinois*

At present approximately 50 per cent of the students entering four-year colleges do not go beyond the first two years. For the majority of these students terminal programs could be developed that would be more valuable than the work they get under the present conditions.

J. J. OPPENHEIMER, *Dean, College of Liberal Arts, University of Louisville, Kentucky*

I feel very strongly that we need a very careful study of vocations open to youths from 20 to 25 of the type of vocational and of general education needed to prepare them for economic competency and the operation of such curricula in a number of American communities. We are in a *cul de sac* until this is done.

SISTER M. MADELEINE SOPHIE, *Dean, Xavier University, Louisiana*

The justification and significance of the junior college movement seem to lie in its possibilities for preparing the students for an occupation, and for personal and social citizenship. The two years of preparation seem to be sufficient for large numbers of youth for whom post-high-school work is desirable only to achieve immediate entrance into the working world.

HOMER P. LITTLE, *Dean, Clark College, Massachusetts*

I think that the terminal aspects should be emphasized but I am strongly of the opinion that some kind of organized diploma, giving

official recognition of a completed course, is necessary in order to encourage those who should take that kind of course to undertake it rather than try to press forward to a college degree.

ZELOTES W. COOMBS, *Dean Emeritus, Worcester Polytechnic Institute, Massachusetts*

I firmly believe that the junior college has come to fill a real need. The four-year idea, governing the curricula of our older colleges, is a tradition, which newer conditions may, and should, relegate to the past. I hold, with equal firmness, that the young person, who has had a thorough preparatory course, can secure the necessary college course and training in two years, in a well-organized, well-conducted junior college. Such a junior college could give little time to such extracurricular activities as athletics, and certain other lines of endeavor, but could give the terminal college course that now calls for four years.

LLOYD C. EMMONS, *Dean of Liberal Arts, Michigan State College of Agriculture and Applied Sciences, Michigan*

I think the need for a two-year terminal course was never as great as now and that four-year colleges should bestir themselves to work out more practical curricula for the first two years. The junior colleges simply must do this, I think, to justify their existence. The preparatory function should be incidental.

VICTOR A. COULTER, *Dean of the College of Liberal Arts, University of Mississippi, Mississippi*

I believe the tendency to give the time to trades-work such as carpentry is short-sighted though it may give the student an immediate job above apprentice grade. I think a thorough training in fundamental courses in language, science, and social science more advantageous for lifetime success than vocational work.

LONZO JONES, *Dean of the Faculty, Central Missouri State Teachers College, Missouri*

There is no question in my mind but that the terminal function of the junior college movement deserves a great deal of emphasis. I am conscious, however, that much of our publicity and talk with respect to terminal courses is lip service only, and I am greatly concerned

with regard to how seriously and comprehensively we are studying the implications of this highly popular movement.

WILFRED M. MALLON, *Dean, College of Arts and Sciences, St. Louis University, Missouri*

It is my opinion that junior colleges might well be established to provide terminal training in specific semiprofessions which cannot be had in strictly academic institutions. I do not feel that new institutions should be developed which must of necessity cause the weakening if not the destruction of others in which millions are invested.

THOMAS S. BOWDERN, *Dean, Graduate School, Creighton University, Nebraska*

If we could spend "defense money" on education, we would have plenty and I would say shoot the works on junior colleges or anything else we wanted.

E. GORDON BILL, *Dean of the Faculty, Dartmouth College, New Hampshire*

I believe that junior colleges are filling a real need provided they limit themselves, in general, to "terminal functions"; but I believe very strongly that our liberal arts colleges are incomparably more effectively organized for four years' work than the junior colleges can hope to be.

SISTER TERESA MARIE, *Dean, Nazareth College of Rochester, New York*

The junior college gives the name of a college education and many young people are satisfied with only the name. They will be little more than vocationally trained, while our democracy needs the influence and leadership of citizens with minds trained to think straight, to analyze and see relations, to understand the meaning of ideas and theories, of events and of trends, and to make right judgments. The junior college is bound to kill real education.

E. L. SETZLER, *Dean, Lenoir Rhyne College, North Carolina*

I doubt the wisdom of colleges (or junior colleges) under the excuse of "terminal" attempting to become vocational units in addition to this academic nature—a hybrid monster. If training is necessary beyond high school level—vocational—my opinion is that it

should consist entirely of vocational subjects—a trade school, not a junior college.

L. S. McLEOD, *Dean, College of Arts and Sciences, University of Tulsa, Oklahoma*

I feel that the junior college movement is a valuable one but that at present its work should be vocational and terminal. Unless it is so, there is no justification for operating another educational plant when facilities are already at hand. Universities may in time confine their work to the senior college and graduate levels. In this case the junior college should offer both terminal and preparatory work.

M. HELEN MARKS, *Dean, Pennsylvania College for Women, Pennsylvania*

I feel there is a real place for the junior college and a need for it for the student who does not wish to have four years of college work and may not be fitted for a four-year college course. This student may wish to carry on her education beyond high school and to feel that she has completed something at the end of that time. The junior colleges have a real function in giving such a student some preparation for an occupation and "for personal and social citizenship."

H. D. KEMPER, *Dean, Sioux Falls College, South Dakota*

If the junior college is to serve a terminal function the courses will have to be changed radically.

A. THEODORE JOHNSON, *Dean, Southwestern, Tennessee*

I think it is highly desirable that students who cannot have or cannot "take" a four-year college course should have the equivalent of a junior college training. I feel, however, that too many students get the impression that they have completed their education when they have completed a junior college course. Undoubtedly, there are many students who should have no more than this. Statistics indicating that such a large proportion of junior college graduates consider that they have completed their education seem to prove that the junior colleges are failing to inspire enough students to complete a full college course. It seems to me that this is the most serious failure in the junior college movement.

PAUL J. SCHWAB, *Dean, Trinity University, Texas*

The junior college movement is increasingly significant and is giving



the so-called senior colleges cause for concern and introspection. Junior colleges should emphasize terminal work but not at the expense of sacrificing the student who otherwise could not secure part or all of a liberal or arts education.

ANSELM M. KEEFE, *Dean, St. Norbert College, Wisconsin*

The junior college has a function and a future if its advocates will be wise enough to see the untouched and virgin field lying untilled—the large and wandering group of students unfit for college or university, who should be fitted for industry, and who have had all too much of high school entertainment, and not enough of strenuous application that will be needed for future success in securing a livelihood. Speed the day when this is effected.

#### DEANS OF SCHOOLS OF EDUCATION

J. W. CLARSON, JR., *Dean, College of Education, University of Arizona, Arizona*

The rapid development of the junior college signifies that there is increased belief in the efficacy of additional education. The fact that only a small part of the students go further indicates the great importance of the function of terminal courses. The fact that many do not graduate suggests that there should be one-year terminal courses as well as two-year terminal courses. These courses should be both practical courses looking toward employment and general courses for social background and civic efficiency.

J. H. BEDFORD, *Dean, Vocational College, John Brown University, Arkansas*

Through lack of scientific guidance and adequate terminal courses, the junior college in many communities has failed to meet the real needs of a large proportion of its students. Vocational education of less than college grade should be the primary objective of the junior college—not preparation for college.

H. G. HORTZ, *Dean, College of Education, University of Arkansas, Arkansas*

I regard the junior college movement a very promising departure from traditional forms of education although it has not as yet gone as far as it should in the development of terminal courses.

ELLWOOD P. CUBBERLEY, *Dean Emeritus, School of Education, Stanford University, California*

One of the most significant educational movements of all time. For the great majority of our young people, their general education should end by 20-21. Then there will be, soon, a year of military (boys) and homelife, etc. (girls) training for all. The university then should become a group of professional schools, radiating from the junior year.

EDWIN A. LEE, *Dean, School of Education, University of California, Los Angeles, California*

The junior college movement may well become the most significant development in modern education. Whether or not this occurs will depend upon the wisdom and ingenuity of its leaders. If they glimpse the possibilities inherent in the terminal type of program, both vocational and nonvocational, a distinctive institution will come into being.

HARL DOUGLASS, *Director, College of Education, University of Colorado, Colorado*

The junior colleges, as they have developed, have proved to be in a large majority of institutions a keen disappointment to those of us who for the last 20 years have been advocating the establishment of junior colleges. The chief weakness of the junior college today, as I see it, is its failure to adapt its curricular program to its peculiar constituency and to the functions for which junior colleges are thought to serve, particularly the terminal function. There is a splendid opportunity to explore and experiment with and demonstrate new types of courses and curricula in the junior college, particularly vocational curricula of the type too advanced for high schools yet not requiring four-year college work, and general education pointed towards intelligent citizenship, intelligent consumer education, and higher types of leisure education—a truly functional cultural program.

JAMES H. FOX, *Dean, School of Education, George Washington University, Washington, D.C.*

The junior college should: (1) complete the general education of some, (2) continue growth in command of fundamental skills, e.g., reading, and (3) provide technical or high-level vocational education for a large number.

WALTER D. COCKING, *Dean, College of Education, University of Georgia, Georgia*

I believe that the junior college movement is destined to increase greatly in importance and size in the next decade. I hope that its terminal function will be increasingly emphasized and practical.

BENJAMIN O. WIST, *Dean, Teachers College, University of Hawaii, Hawaii*

Hawaii's position is, perhaps, unique. Forty-six per cent of the working population is engaged in sugar production—industrialized agriculture. There is at present no importation of labor. There is increasing mechanization. Youth, upon graduation from high school, cannot all be cared for occupationally, but tend to be lost to available occupations by the time they can be employed. Rural junior colleges would seem to be the answer.

THOMAS E. BENNER, *Dean, College of Education, University of Illinois, Illinois*

Terminal education in the junior college is an inevitable corollary of the upward extension of free public education.

RAYMOND A. SCHWEGLER, *Dean, School of Education, University of Kansas, Kansas*

If the junior college could develop frankly a purely functional program, pointed toward citizenship and industry or commerce, it would be a boon to America. As a little local college it is a waste. The junior college is all too often a pale, anemic, washed-out replica of a typical traditional college. Its program is based on a belief in the magic power of certain types of material to produce a lady or a gentleman or to serve as a fuse to non-existent power.

WILLIAM S. TAYLOR, *Dean, College of Education, University of Kentucky, Kentucky*

The junior college should offer terminal courses in which students can succeed. The heavy percentage of failures in the first two years of senior college sends a great host of young people out of college with a defeatist complex from which they find it difficult to recover.

HAROLD BENJAMIN, *Dean, College of Education, University of Maryland, Maryland*

The extension of real educational service to the ages of 19-20-21 is inevitable. Whether the junior college plays the role it should play

in this development will depend upon the vision and intelligence of the junior college faculties and administrators.

JESSE B. DAVIS, *Dean, School of Education, Boston University, Massachusetts*

The terminal objective should be the major function of the junior college. The great need at the moment is to know just what practical courses leading to occupational life should be offered.

F. T. SPAULDING, *Dean, Graduate School of Education, Harvard University, Massachusetts*

The junior college movement is an inevitable outcome on the one hand of social and industrial conditions which are postponing the age of entrance of young people into full-time employment, and on the other hand of an increasing demand in industry, commerce, and agriculture for workers with technical and semiprofessional training. The paramount question about the junior college is not whether junior colleges are desirable but how they can meet most effectively the pointed needs which have brought them into existence.

FRANCIS M. CROWLEY, *Dean, School of Education, Fordham University, New York*

When the state is willing to pay for junior colleges and there is too high a registration in the first two years of state institutions of higher learning, there is every reason for establishing such units in strategic places. But the demand must be spontaneous and must not be stimulated by political educators, ambitious superintendents or secondary school teachers holding Ph.D.'s. Two years of general education beyond the high school are somewhat of a privilege if provided free of charge, and this is especially so if the program is "terminal" in character. Public junior colleges should accept only students of genuine ability so as to justify the expenditures for terminal education. The latter term is taken to include elements or curricula which would provide for training of the hand as well as the mind. Private junior colleges display such staggering inequalities and such devotion to circumscribed academic programs that there is little reason for their existence.

L. O. CUMMINGS, *Dean, School of Education, University of Buffalo, New York*

The junior college movement is another logical step in the direction

of making education adequate to the needs of youth in a democratic society available to all who wish to take advantage of it regardless of economic circumstances. It is good public policy because the complexity of modern society requires the extension upward of educational facilities if youth are to be efficient citizens. Citizenship calls for a breadth of understanding and appreciation of our complex society and adequate preparation for gainful employment. Both of these aspects of education are met by junior colleges for many youth not adequately served by four-year colleges.

ARTHUR J. KLEIN, *Dean, College of Education, Ohio State University, Ohio*

The chief significance of the junior college seems to me to lie in the fact that it has called vigorous attention to the unrealistic type of education ordinarily provided by the conventional college.

J. R. JEWELL, *Dean, Schools of Education, Oregon State System of Higher Education*

I believe, absolutely and utterly, that junior colleges should be terminal institutions primarily. I fear they will not become such. The so-called liberal arts colleges are able to dominate the accrediting of the junior colleges, or at least the policies of the four-year colleges and universities, as to the acceptability of junior college credits.

M. R. TRABUE, *Dean, School of Education, Pennsylvania State College, Pennsylvania*

The junior college is a natural extension of the ideal of public education for all American youth.

LORENA B. STRETCH, *Chairman, School of Education, Baylor University, Texas*

If the junior college will offer the youth courses which will enable him to fit better in this industrial and social world, it will become the terminal institution for him.

C. A. NICHOLS, *Director, School of Education, Southern Methodist University, Texas*

If the junior college can work out semiprofessional curricula and terminal courses, it will make a contribution not only to individual development, but to our general social welfare. The junior colleges in Texas, that have provided for the individuals who are going to use their hands as well as their heads, have a very large enrollment.

MILTON BENNION, *Dean, School of Education, University of Utah, Utah*

Intelligent choice of and training for a vocation, together with training for a high type of citizenship (local, state, national, and international), should be the chief objectives of the junior college.

E. A. JACOBSEN, *Dean, School of Education, Utah State Agricultural College, Utah*

The American school system has never had a logical terminus especially for those who do not complete the standardized units usually four years in length. The junior college should constitute such a terminus.

K. J. HOKE, *Dean, Department of Education, College of William and Mary, Virginia*

With the increasing complexity of our social order, and the higher requirements and later admission into the professions and industry, two years of education beyond the high school seem a necessity in the near future.

C. J. ANDERSON, *Dean, School of Education, University of Wisconsin, Wisconsin*

Since industry will not take young people until they are 20 or 21 years old, we cannot condemn our youth to idleness. The state is under obligation to provide education for them until they find their place vocationally.

#### UNIVERSITY AND COLLEGE FACULTY MEMBERS

F. C. WOOTON, *Professor of Education, Claremont Colleges, California*

The junior college movement can and is, in part, meeting one of our most pressing educational needs. Its chief values lie in its democratizing, general education, and terminal aspects.

WILLIAM E. NICHOLL, *Dean, Pomona College, California*

The junior college movement has come to stay. The number of junior colleges will increase. They should emphasize and amplify their terminal courses and make clear distinctions between these and liberal arts college and preparatory courses.

JOHN C. ALMACK, *Professor of Education, Stanford University, California*

The junior college is the most promising division of the school system. Its clientele includes the most dynamic portion of the population, vigorous in their expression, and courageous in outlook. The special needs of this group never have been met or even seriously considered until late years. These students want a program of education that is introductory to education and provides for gradual transition from the shelter of home into the broad open arena of occupations for independent manhood and womanhood. Terminal courses are terminal only, as I see them, in that they have definite purpose. They lead into the satisfying ways of real life.

P. E. DAVIDSON, *Professor of Education, Emeritus, Stanford University, California*

I think that if the junior college can make substantial, constructive, and sound adjustments to the needs of youth in these ages, it will have a very stimulating effect upon collegiate education at large.

REX F. HARLOW, *Lecturer in Education and Public Relations, Stanford University, California*

I consider the development of the terminal programs of junior colleges to be one of the truly great contributions to American education—epochal in its significance for the youth of our nation.

J. B. SEARS, *Professor of Education, Stanford University, California*

I think the junior colleges have too far, to a large degree, copied and imitated the outworn program of the old academic type and largely failed to demonstrate any new concept of education. Most of them have no excuse for existence except that they offer more opportunity for education of a sort already available. I am convinced, however, that a change in the right direction is under way.

RAYMOND E. DAVIS, *Professor of Civil Engineering, University of California, Berkeley, California*

I believe that the junior college movement, at least as it is developed in the state of California, fills a very definite educational need in the training of that large body of young men and women whose aptitudes, abilities, and interests place them in a field intermediate between the trades and the professions. The primary function of the junior college

should be to provide those within this group with a type of education which will fit them to take their position in society in a field of endeavor where they will not be a burden to the state but where they will be able to maintain their financial independence. In other words, the principal work of the junior college should be to provide preliminary training of such a character that those of its students who go out into life will be able to accept the responsibilities of citizenship and will be able to hold down a job. Among some of our junior college administrators there seems to prevail the view that for this group a general education on the post-high-school or "sub-university" level, with special emphasis on training for citizenship, is the best type of education, and that not much attention need be paid to the vocational aspect. I cannot concur in this view. I believe that every boy and girl enrolled in junior college should have a definite objective, a goal towards which to strive; and I believe that that goal should be a job in that field of endeavor for which the student possesses greatest aptitude, and his junior college curriculum should fit him for that job. I do not mean to infer that general education should be neglected, nor do I mean to infer that junior college training should be solely of a vocational character. I merely wish to point out that, in my opinion, the possibilities of vocational training have not as yet been realized.

H. A. SPINDT, *Manager, Bureau of Guidance and Placement, University of California, Berkeley, California*

The junior college is a "saving" institution; it saves the students who cannot leave home because of poverty; it saves the immature and marginal student who would fail under the severe competition of the four-year college or university; it saves the boy or girl for whom there is no vocational outlet at the time of graduation from high school.

F. L. WHITNEY, *Administrative Research Secretary, Colorado State College of Education, Colorado*

The importance of the junior college movement cannot be over-emphasized. Terminal courses, validated to fit social needs, should be offered more widely.

ROY J. DEFERRARI, *Secretary General, Catholic University of America, Washington, D.C.*

It seems to me that the junior college can justify itself only as a terminal institution. As a terminal institution, it has a very important



place in the future development of American education. It is quite apparent that the youth of the future must not only get better training, but must wait several years longer than they have been in the past for worth-while jobs. I have reference, of course, to youth who have the natural qualifications for further professional and cultural development. The development of the junior college with a view to preparing skilled workers in the various vocational fields, with such cultural development as can be woven into these programs, is to my mind the greatest need in American education today.

M. R. HINSON, *Professor of Education, State College for Women, Florida*

There is little need for the junior college if it is simply bringing closer to the prospective student two years of traditional college work. If it can perform two functions this might conceivably be one of them, but if only one, then certainly it should have a terminal program rather than a senior college preparatory program.

A. A. MCPHEETERS, *Department of Education, Clark College, Georgia*

The junior college movement is significant because of the opportunity afforded for the continuation of vocational training, a better knowledge of the problems of the different vocational fields, and the type of social development necessary for functioning in a democracy.

FRANCIS C. ROSECRANCE, *Professor of Education, Northwestern University, Illinois*

I believe we must abandon the notion of education as "preparation for" something. In the years to come education will be a life-long process for all. The junior college movement may bridge the gap between full-time education of youth and part-time adult education and recreation.

ANDREW C. IVY, *Professor of Physiology, Northwestern University Medical School, Illinois*

The junior college movement, especially in municipalities, represents the greatest advance that has been made in education during this century. I should rank the adult educational movement second. The fruition of the idea of the terminal function of the junior college in the semiprofessional fields will not only prove to be a great educational achievement in behalf of the people, but will also strengthen the technological position of our country.

DORA M. STRYKER, *Registrar, American International College, Massachusetts*

There are, we believe, many students pursuing terminal courses who will want to enter four-year colleges. Admission to four-year colleges from junior colleges will need to be, and can well be, on the basis of ability as students more than on an *exact* paralleling of courses.

F. G. NICHOLS, *Associate Professor of Education, Harvard University, Massachusetts*

The junior college is an essential part of our educational program. I happen to be engaged in the field of business education. I am thoroughly convinced that most of the training for the skilled jobs in the office, store, and outside selling field should be done on the post-high-school level and that it should be done by an institution which takes its terminal function seriously and is not using it to bolster up its preparatory function because of the greater academic prestige of the latter. In my judgment the junior college, if administered by those who recognize the importance of offering vocational training for boys and girls who for one reason or another will not or should not go on to college, will have a great future and become recognized as one of our most important educational institutions.

W. W. BISHOP, *Librarian, University of Michigan, Michigan*

I am very definitely of the opinion that the junior college libraries, in Michigan at least, are not equipped adequately to supply reading materials for semiprofessional curricula and terminal courses of a general character. While the libraries in the Michigan junior colleges proved to be, in general, above the average for certain sections of the country, their equipment was found to be very largely directed toward the more strictly academic portion of their curricula and I am very certain that for any considerable enlargement of the so-called terminal courses very considerable additions must be made to the libraries of these colleges. Those additions should include a fair number of technical journals in fairly complete files as well as books and pamphlets. On the vocational and semiprofessional side quite expensive books are needed and these go out of date with such frequency that a special effort must be made to keep the libraries reasonably up to date. A fair example is radio—engineering, repair work, and sales.

Books that are even five years old are absolutely out of date when it comes to the design of modern radios.

C. GILBERT WRENN, *Professor of Educational Psychology, University of Minnesota, Minnesota*

The junior college, with adequate attention to meeting the contemporary needs of students, may well be the answer to our national problems of intellectual and social defense against totalitarian ideologies.

C. A. PHILLIPS, *Director of Training, University of Missouri, Missouri*

It is my mature judgment that a thorough-going study should be made of the possible and desirable terminal courses which should be offered by public junior colleges. Possibly the statement applies as well to private junior colleges, but I am not quite so sure about that. At the present time private junior colleges are freer to experiment and make departures than the public junior college.

W. W. CARPENTER, *Professor of Education, University of Missouri, Missouri*

The junior college has been successful in preparing its students for entrance into the professional schools but in my mind its most significant contribution has been its ability to offer those boys and girls who will *not* enter the professions the type of training that assures proficiency in doing some job *well* and assures a knowledge and appreciation of good citizenship.

J. O. CREAGER, *Professor of Education, New York University, New York*

The vocational terminal (semiprofessional) aspect is very important, so much so that a lot of explorational work ought to be done to locate, analyze into activities and traits, and devise curricula for training (and educating) young people—now without jobs—for jobs that exist without properly qualified persons to do the work. The terminal, general educational aspect, i.e. the rounding out of general education, is an unsolved problem still awaiting the reformer.

M. EUNICE HILTON, *Dean of Women, Syracuse University, New York*

In our four-year schools we are having more and more inquiries

about two-year courses, especially in the semiprofessional fields such as laboratory technician, food handlers, secretarial work, and the like. When these courses are established on a campus they are not considered of the same importance as those requiring four years of work. I believe their location is preferably in the junior college.

FRED K. FLEAGLE, *Professor of Spanish, Davidson College, North Carolina*

I think that the future of the junior colleges depends on their developing courses of study and functions not already better handled by existing institutions. This is not being done in North Carolina.

HOLLAND HOLTON, *Professor of Education, Duke University, North Carolina*

I am afraid we shall make a serious mistake if we succeed in selling the junior college as a vocational institution. I believe the Federal government should establish real trade schools connected with an adequate placement service for all young people who have completed all of the "general" or "civic" training they are willing to complete. These Federal trade schools might or might not be connected with the necessary military training that is apparently on the road to becoming a permanent part of our educational scheme of things; the Federal government is the only agency apparently in the field that can provide vocational schools preparing for jobs that are actually available. It can also deal more satisfactorily than other agencies with the problems arising from the fear of union labor that vocational education may overcrowd certain trades. I emphatically do not think that local junior colleges offer even temporarily a satisfactory solution to the problem of vocational training. Incidentally, I think the junior college has served, and for a brief period may continue to serve, as a useful transitional institution.

PALMER C. WEAVER, *Associate Professor of Education, Pennsylvania State College, Pennsylvania*

I think it is unfortunate that "college objectives" have dominated the aims of our junior colleges. To be successful, I believe the work of the junior colleges must project its program in closer harmony with the practical needs of the majority of interested individuals in the community, not just the college people who are fewer in number and already better served.

F. W. SHOCKLEY, *Director of the University Extension Division, University of Pittsburgh, Pennsylvania*

I have been interested in the junior college movement from its beginning. I have tried to keep in touch with the details of its development during the last decade. I believe that the junior colleges are performing a necessary service, both as preparatory and terminal institutions, that does not duplicate the educational facilities provided by other existing institutions of higher learning.

W. C. HERBERT, *Registrar and Professor of Education, Wofford College, South Carolina*

The idea of several terminals in education was probably not new even to Plato. Just as there should be thousands of our youth well equipped for many vocations when they finish high schools, so there should be other thousands better trained, generally and specifically, emerging from junior colleges.

H. W. FRANKENFELD, *Registrar and University Examiner, University of South Dakota, South Dakota*

My belief is that the junior college movement indicates there is a feeling something must be done for the large number of high school graduates who cannot complete four or more years of college work.

FREDERICK EBY, *Professor of Education, University of Texas, Texas*

The junior college is terminal for general education, that is for the organization of personality. Beyond this level of training lie the higher professions. Between the level of the learned professions at the top and the nontechnical trades and crafts lie the large and growing number of vocations that call for a high degree of intelligence, some scientific understanding, and good judgment.

FLORENCE SHAW, *Associate Professor of Education, Shepherd State Teachers College, West Virginia*

A junior college course planned definitely to equip young men and women for establishing and maintaining a home, at the age when biologically compelled to put such plans ahead of everything else, would be one of the greatest contributions that education could make to society.

## Chapter VI

# SELECTED STATEMENTS OF LAYMEN

IN THIS CHAPTER will be found selections from the general statements from various groups of laymen giving their judgments of the significance of the junior college movement particularly with reference to its terminal aspects. These statements quoted (with permission) in whole or in part are arranged in 14 groups as follows:

- Mayors and city managers
- Other public officials
- Editors and publishers
- Clergymen
- Attorneys
- Physicians
- Dentists
- Bankers and insurance executives
- Manufacturers and merchants
- Chamber of commerce officers
- Trustees or board of education members
- (Not otherwise classified)
- Labor union leaders
- Women
- Miscellaneous laymen

Arrangement of statements in each group is alphabetical by states and alphabetical by cities within each state. The wide distribution of several of the groups of laymen quoted are shown by maps which indicate the state of residence of the quoted individual.

### Mayors and City Managers

CHARLES M. HOWELL, *Russellville, Arkansas*

I think that a state should have as many junior colleges as the population of the state calls for, with stress put on its terminal courses.

E. W. HATCHETT, *Balboa, Canal Zone*

The junior college of the Canal Zone has made a very progressive move in giving courses to young apprentices and job learners of the

Panama Canal. This will lead to elimination of unemployment of our young men and women in a great respect. It will also tend to glorify the ability to work with our hands—a desirable feature that had been overlooked in universities.

WALFRED LINDSTROM, *St. Petersburg, Florida*

I believe the junior college fills a very important place but it is handicapped because of its efforts to maintain credit standing. Arrange the courses so that they are complete in themselves. In other words, do a finished job.

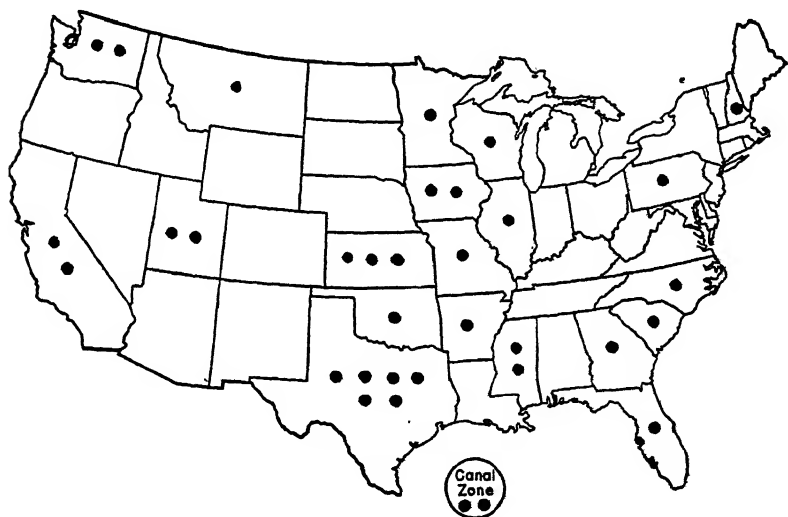


Figure 54. LOCATION BY STATES OF 34 MAYORS AND OTHER PUBLIC OFFICIALS WHO ARE QUOTED

THOMAS GAMBLE, *Savannah, Georgia*

I feel that the junior college movement is a decided contribution to higher education, demonstrative that American democracy realizes the significance of more abundant opportunities for education beyond the high school period. The junior colleges throughout the country can and will become agencies for the promotion of a better understanding and appreciation of and devotion to our representative form of government and become a great supporting influence for American principles.

DENBY R. BORING, *Carlinville, Illinois*

Junior colleges with more practical and less liberal arts courses are more necessary than ever, because of general lack of employment for young men, which is due to the provisions of Wage-Hour laws and prohibition of apprenticeship by organizations, etc.

MAX A. CONRAD, *Burlington, Iowa*

I am heartily in favor of the junior college movement. It gives an opportunity to students who either do not desire or cannot afford a four-year college education to get two more years of additional learning and training. The average boy today graduates from high school at about 18 years of age and is more or less helpless from the standpoint of earning his own living. Even though he is ambitious and well-qualified to take a job there are few jobs available for him.

J. D. BYERS, *Coffeyville, Kansas*

Because of the young age of high school graduates and because many are unable to attend university, the junior college offers a desirable terminal education especially to all students who do not expect to follow a professional career.

W. L. DUNBAR, *Haviland, Kansas*

There is a need for "education for living" vs. education for positions, white-collar jobs. Rightly operated, junior college might do this.

W. W. PERHAM, *Iola, Kansas*

In communities which are or have been largely industrial, there is a considerable number of high school graduates who have small chance ever of becoming one of the small per cent who may expect success in the professional fields. Without doubt, the junior college in such a locality should direct its attention to vocational guidance and to training for the manual arts and skills. At the present time I feel that the junior college is providing too little training of this sort.

OSCAR TAMTE, *Virginia, Minnesota*

I believe in education for young people, but I also think there should be more opportunity to learn a trade of some kind, rather than just an education. Men are needed today who are willing to work.

J. T. HUTCHISON, *Summit, Mississippi*

The training should be such that would equip one for some useful calling or avocation.



E. K. RADFORD, *Executive Secretary to the Mayor, Kansas City, Missouri*

It is very important that the junior college be established to take care of many young persons who as yet do not know what fields they wish to enter, and also to provide basic training both for the skilled crafts and the lower grades.

W. H. HASTY, *Maxton, North Carolina*

I believe our educational system needs the junior college, as there are many of our young people who can better prepare themselves for life but who cannot or will not complete a four-year course in a standard university.

C. C. MILLER, *City Manager, Woodward, Oklahoma*

Junior colleges are becoming more popular and their popularity would increase if vocational training were increased.

H. P. JONES, *Clifton, Texas*

The junior college movement is one of the greatest moves this country has experienced, especially in its terminal aspects.

ROY H. LAIRD, *Kilgore, Texas*

Judging from my knowledge and observation of the Kilgore Junior College, now beginning its sixth year, I am convinced that it is meeting the greatest educational need we have for advanced studies. It is my judgment that the courses should be enlarged to meet the requirements adapted to our community, especially in the mechanical trades in all the varied branches classified under the terminal function, at the same time, not losing sight of the responsibility to advanced students who desire to pursue courses in higher institutions.

H. J. GRAESER, *City Manager, Marshall, Texas*

The junior college, if properly equipped to meet requirements of the universities in the various major subjects, including practical courses in the various crafts, would in time prepare the citizenship of the United States to be well educated, and give opportunity to our young people to live a productive life, and tend to a high class of citizenship.

WILLIAM V. BROWN, *Texarkana, Texas*

I believe that the junior college is adequate for the needs of a majority of citizens, and that it should equip the average citizen for

life, unless a person desires to follow some technical profession or occupation.

W. E. FITZGERALD, *Wichita Falls, Texas*

The junior college supplies a long-felt want in our educational system. It should, and I believe ultimately will, be the terminal school for 75 or 80 per cent of the students of the country.

E. B. RILEY, *Yakima, Washington*

With the crowding and confusion, and the distractions and extra-curricular activities in the larger colleges and universities, their higher cost and inaccessibility, there is a great need for the growth and spread of junior colleges.

CLARENCE J. KELLER, *Beaver Dam, Wisconsin*

In my opinion, there is a very definite place for the junior college in the field of education. I am particularly interested in the development of its terminal function.

#### Other Public Officials

BELTON RHODES, *City Clerk, San Mateo, California*

Education for the *needs* of life should be the aim. The old idea of formal education to turn out doctors, lawyers, etc. is on the way out.

HARRY W. BEATTY, *Justice of the Peace, Taft, California*

The junior college is an educational attempt to advance general education. It has at times been directed by the proponents of a preparatory school which mitigates against its greatest success.

W. H. KRAMER, *Comptroller, Panama Canal, Canal Zone*

Since there are no colleges or universities in or near the Canal Zone and since the entire population consists of salaried employees of the government mostly without sufficient funds to finance a four-year or even a two-year college education in the States, the junior college is indispensable here and probably fills a greater need than in any other community, especially with reference to terminal courses.

J. M. GIMMEL, *County Auditor, Independence, Iowa*

If terminal courses were designed to fit needs, the junior college would fill a very pressing need for a large group not now attending college.

EBEN M. BEE, *City Clerk, Brookhaven, Mississippi*

My opinion is that the junior college, particularly with reference to its terminal aspects, has a very definite place in the American educational system.

E. B. SMITH, *Chairman, County Commissioners, Miles City, Montana*

We have observed for years great numbers of students attempting to obtain a college education who on account of financial or other reasons have been forced to quit at the end of one or two years. By giving them an opportunity to complete their education at home, they are prepared for an occupation that will enable them to be useful citizens.

HOWARD E. TODD, *Selectman, New London, New Hampshire*

The junior college gives young people the necessary training and background to hold many positions which make a university training unnecessary.

HERBERT J. STOCKTON, *Member, State Council of Education, Johnstown, Pennsylvania*

Two years in a junior college are probably better than none, but what terminal values it has or can have would seem to depend upon the skill of curriculum makers.

OLIN D. JOHNSTON, *former Governor of South Carolina, Spartanburg, South Carolina*

There are so many young people that cannot afford to go to a four-year college it would be very fine if we could get enough junior colleges to give our young people a chance to attend at least two years. Many, many of our boys and girls that attend college four years would be much better off if they should spend only two years in a junior college preparing themselves for a definite occupation.

NEWTON W. McCANN, *State Representative, Texarkana, Texas*

Vocations to fit the youth to a place for earning a livelihood should begin in our public schools and if need be end in the junior college. There is no excuse for any tax-supported school unless self-supporting, patriotic citizenship is the result.

C. R. FAHRING, *Chairman, County Commissioners, Carbon, Utah*

Junior colleges are necessary for the terminal aspects and should

be given more latitude in expression for the young people who cannot see their way clear to go on above the junior college level.

NEWELL R. FREE, *Chairman, County Commissioners, St. George, Utah*

It is my firm conviction that the junior college movement should stress more and more terminal courses. The primary object of a junior college should be to train people for the skilled and unskilled jobs, in addition to offering instructions in character-building and citizenship. Each junior college, to a certain extent at least, should stress the dominant types of activities whereby the people in the vicinity of the college make their living. I am for the junior college movement. Its extension would provide training of many of our youth between the ages of 18 and 20 who are now employed and would probably be the solution whereby our educational order would be brought abreast of our technological advance.

JOHN PEARSALL, *State Representative, Aberdeen, Washington*

The terminal aspects of a junior college should be designed to teach the student subjects that will aid him in securing a position in his own community.

### Editors and Publishers

W. W. MASSEY, *Editor, Jasper Advertiser, Jasper, Alabama*

The time has come in Alabama when we must take the higher education to the students in the community rather than take the students to the educational center as we do at present. And at the same time we must adapt it to the needs of the community, which means more terminal education—also more adult education.

NEAL VANSOOY, *Publisher, Azusa Herald, Azusa, California*

Junior colleges should develop more terminal courses for students who will go into vocational fields. Four-year courses qualify too much for "white-collar" jobs; junior colleges could do splendid work in giving liberal education with vocational goal.

W. F. PRISK, *Editor-Manager, Press Telegram, Long Beach, California*

In my opinion, the junior college movement offers excellent opportunities for the student seeking "terminal" courses.

ALBERT I. PRINCE, *News Editor, Hartford Times, and Chairman, Connecticut State Board of Education, Hartford, Connecticut*

As to terminal courses: I am glad of this development in the junior colleges and I hope they will teach something to the older four-year institutions.

WILLIAM W. LOOMIS, *Editor, Citizen, La Grange, Illinois*

The greatest trouble, as I see it, is turning young people out with a sheepskin and no special training or qualification for getting or holding down any kind of job. The greatest tragedy is to see parents skimp and sacrifice to put Mary and John through school and then



Figure 55. LOCATION BY STATES OF 28 EDITORS AND PUBLISHERS WHO ARE QUOTED

discover they are not prepared to earn their own way. One of the sins for which "higher education" must answer is the false social standard that the white-collar job is so preferable to one in overalls, although in many, many instances the men in the overalls take home a larger pay-check than the chap who sits at the desk and never gets his hands dirty.

DREW McLAUGHLIN, *Publisher, Miami Republican, Paola, Kansas*

My judgment is that if junior colleges are to continue they should stress vocational subjects—not attempt to take the place of four-year colleges.

ARTHUR J. C. UNDERHILL, *Treasurer and General Manager, Boston News Bureau, Inc., Boston, Massachusetts*

Perhaps the most significant element in the junior college movement is its growth. This is due entirely, in my opinion, to its terminal aspects which enable concentrated attention on those parts of the curricula so essential adequately to equip the student for his place in the world of affairs; to the weeding out of non-essentials, and hence the more leisurely and costly side of higher education as it affects the ability to pay of people in moderate circumstance. In many instances, of which I have personal knowledge, the product of a junior college has come to business better equipped and better able to take his place in productive enterprise than graduates of universities.

GROVE WILLS, *Publisher, Clarion, Eveleth, Minnesota*

We need more practical down-to-earth young men and women. We need tradesmen and mechanics who are not led to keep studying for already crowded fields of endeavor. Many a job or trade that is so important to general welfare is held as menial when it should be glorified.

WILLIAM A. FISHER, *Printer and Publisher, Virginia, Minnesota*

I have employed several young people who have completed junior college terminal business courses; their training has been adequate and I believe superior to so-called business college courses because of broader general educations as in English, etc.

BURTON K. DAVIDSON, *Editor, Leader, Brookhaven, Mississippi*

There is a lot of waste involved in giving a student a preparatory course who will not or probably will not attend senior college. For that reason particular emphasis should be laid on determining the matriculating student's outlook—subject as it is to change. There is good reason for *strengthening* the terminal education feature of junior colleges since it would open new fields of opportunity to many high school students who know from the start they will never finish senior college or enter a profession.

NED LEE, *Editor-Publisher, Weekly Newspaper, Eupora, Mississippi*

The junior college movement is worthy, and the value of its terminal service should be enhanced by more practical equipment and instruction than is now employed.

W. C. MABRY, *Editor, Record, Newton, Mississippi*

In my judgment, in our state the junior college movement is the most significant aspect of our educational trend today, and if it were possible we should provide facilities to accommodate all students who enter college with no expectation of completing a four-year course.

LEONARD J. LEA, *Managing Editor, Independence, Missouri*

The junior college should fit the student for the responsibilities of making a living, supporting a home, contributing something good to the citizenship of his community. Cultural courses should be included, but they should not dominate the curriculum. The junior college should be governed by the practical needs of the people it serves.

CHARLES V. STANSELL, *Associate Editor, Kansas City Star, Kansas City, Missouri*

My conviction is that three-fourths of our educational theory ought to be revamped in the light of modern knowledge and conditions, and to make it serve a more directly practical and useful purpose, socially and economically.

B. H. KIRBY, *Publisher, Tribune, Portales, New Mexico*

The educational theory prevalent for the past 30 years has been almost disastrous in flooding the employment fields with white-collar workers who really know how to do nothing. Primary stress should be not on knowledge but on training for making a living after graduation.

J. C. PECK, *Publisher, Cazenovia Republican, Cazenovia, New York*

It seems to me the real service of a junior college is to provide terminal courses for those who cannot afford a four-year college course.

HARRINGTON WIMBERLY, *Editor, Altus Times-Democrat, Altus, Oklahoma*

The junior college is furnishing a definite need. It is opening up opportunities for college training that otherwise would not exist.

ROBERT CULL, *Managing Editor, Frederick Leader, Frederick, Oklahoma*

Junior colleges and all other advanced schools are going to have to rotate into a position to attack the American problem of educating

people to useful mechanical vocations and away from ideas of lives of ease they believe attainable through education. Our system today is wholly inadequate to meet the vocational needs of our nation.

J. E. HOLTZINGER, *News reporter, Altoona, Pennsylvania*

Junior colleges should serve a two-fold function. They should give the first two years of college work to those who are adapted for the full four years of college work. They should offer also terminal courses which will permit those who have not the time, ability, or inclination to spend four years in school to fit themselves for the skilled trades and professions which do not require four years of college work.

JOHN HILL, *Editor, Baptist Sunday School Board, Nashville, Tennessee*

The junior college, in my judgment, should major on preparing its students to live.

RILEY CROSS, *Publisher, Marshall News Messenger, Marshall, Texas*

I think the junior colleges could best serve by more specialized preparation for particular occupations.

A. G. MAYSE, *Publisher, News, Paris, Texas*

College courses, available to the average student, are not giving enough training in the trades.

WALTER R. HUMPHREY, *Editor, Temple Daily Telegram, Temple, Texas*

Junior college curricula need to be given working-over in order to make possible a better service to the terminal function. They can well be made the final educational process for many students, properly equipping them for their vocations.

B. D. DONNELL, *Editor, Wichita Times, Wichita Falls, Texas*

The terminal function will be expanded and will serve increasing numbers.

CHARLES J. HARKRADER, *Publisher, Bristol Herald Courier, Bristol, Virginia*

Junior colleges should give practical training—typewriting, stenography, fundamentals of business training, tax course, business law, etc. High schools turn out some fair typists but no good steno-



graphers. Wage and Hour laws, requiring high minimum wages for starters, work against getting jobs by those under 20.

LOUIS SPILMAN, *Editor, News-Virginian, Waynesboro, Virginia*

More and more education is becoming a process of teaching people to adapt themselves to society so they can be successful economically as well as culturally. Junior colleges are filling the need for a more thorough grounding of youth before plunging into the world maelstrom without the protracted courses full-time universities and colleges require.

R. W. EDINGER, *Editor, Daily Chronicle, Centralia, Washington*

We have found here that junior college enables many students to receive satisfactory college education who otherwise would not attempt to secure one. If the terminal function were added, many more students would attend junior colleges, in my opinion.

D. W. SWIGGETT, *Assistant Editor, Milwaukee, Wisconsin*

Little as I know of the junior college movement, it appears to me a monstrosity. It springs from an evident need, but does not meet the need. Generally, it means two years of high school post-graduate work by a faculty of high school teachers. In a few cases the junior college is let down from above (like the net in Peter's dream) and offers college courses to pupils of whom 80 to 90 per cent should not go to college. If junior college is to be more than a fraud, it must be more than (1) window dressing for ambitious high schools, or (2) condescension by universities.

### Clergymen

C. H. PALOUR, *Glendale, California*

I believe in the junior college movement because it is the answer to the plan and ambition of too many young people who believe they must have a college education regardless of cost and their ability to assimilate such an education. The junior college should arrest and hold the attention and interest of such young people.

WILLIS M. WHITAKER, *Hollister, California*

With an ever-increasing leisure time, there will be an ever-increasing need for educational facilities in America. However, I believe that there needs to be a short course and a long course available for all youth. I believe our education in general is not practical enough.

A good short course of two years that would train for semiprofessions would meet a great need.

CHARLES L. KNIGHT, *Ontario, California*

Our two main needs are: (1) to be prepared to earn an adequate living, (2) to live a worthy life. Junior colleges should strive to meet those two needs, one as much as the other.

ALBERT EDWARD DAY, *Pasadena, California*

It seems to me quite likely that the terminal function of the junior college will be the predominate one. If that be true, then the curricula of the junior college should be adapted to a more thorough preparation for personal and social citizenship.



Figure 56. LOCATION BY STATES OF 40 CLERGYMEN WHO ARE QUOTED

CASS ARTHUR REED, *Pomona, California*

I think the junior college very fittingly may provide terminal education for a large number of our young people. It should insist on sincere, hard work by all and eliminate those who do not really work for serious ends.

J. H. LANGENWALTER, *Reedley, California*

Junior colleges are essentially local institutions and should be treated as such in the light of both the relatively permanent and the changing conditions and aspects of the communities in which they are located.

LAWRANCE J. MITCHELL, *Ventura, California*

I feel that we in California at least should aid our junior colleges in becoming almost entirely "terminal" schools. Their first year's courses might aid students who have not decided on general field of vocation to explore these fields and still be able to transfer to a college as sophomore without penalty.

WILLIAM HORACE DAY, *Bridgeport, Connecticut*

The junior college movement is one of the most significant in modern education.

JESSE L. MURRELL, *Daytona Beach, Florida*

We could well advocate an extension of this type of educational institution and expect it to build its curriculum along very practical lines.

FRANK ATKINSON, *West Palm Beach, Florida*

As more attention is given to training in the crafts as well as the professions, junior college will give new concept of the dignity of labor.

LESLIE S. WILLIAMS, *Barnesville, Georgia*

It is my judgment that the junior college should emphasize preparation for definite occupations. I base this conclusion on two observations: (1) Senior college education now is rather general, lacking in training for professions and many types of work. (2) Many students are unable to continue in college for four years. Because of this it seems to me that a wise policy would be to devote two years to definite occupational training.

RICHARD O. FLINN, JR., *Carrollton, Georgia*

The junior college movement in America is a pioneer enterprise, and, as such, it represents our greatest opportunity for adventure and achievement in the realm of education. In a world of radical social, economic, and political transition, established institutions and cultural structures are constantly threatened, and often times impotent, just because of their inflexibility. The junior college is flexible, capable of adjusting to a rapidly changing social order. We cannot easily predict the character of tomorrow's world; but we can recognize our immediate needs, the pressing problems of the moment. And we can agree that our larger problems must find their solution in the meeting of local needs. Here the junior college can lead the way by providing

terminal courses that prepare young men and women to deal intelligently with their immediate environment, and to live successfully and gainfully within their own intellectual and environmental possibilities.

W. T. SMITH, *Burlington, Iowa*

My experience with and knowledge of the junior college in this city and its graduates have inspired a genuine enthusiasm for it. Without question, the junior college as a terminal school for many is going to be increasingly important. Local industries and businesses are looking more and more to the junior college for new employees particularly those trained for secretarial or commercial work. Additional courses of a terminal nature will increase this emphasis.

FREDERICK MAIER, *Arkansas City, Kansas*

The junior college is becoming more necessary in every community capable of supporting such: *first* to train further high school students, who when they graduate, have nothing else to do and therefore should fill those two years with bettering themselves; *second* to fit young people who don't want the classics for some practical employment in our machine age; *third* to prepare young people for upper class work in senior colleges and universities; and *fourth* ultimately to prepare all young people for advance education, relieving the senior colleges and universities of the freshmen and sophomore students.

CLAUDE J. MILLER, *Hutchinson, Kansas*

The junior college can do its best work in the field of vocational selection and guidance. It can help these young personalities find themselves and their life work better than the university.

R. O. PENICK, *Independence, Kansas*

The junior college, in my opinion, is the answer to a very great need, without which a great company of young people would never have any college training.

B. F. HENRY, *Pratt, Kansas*

I think the junior college will offer to many young people two more years of preparation for their life's work. Many of these youth could not go away to college and some of them would not if they could. A community that is college-minded will create a desire for more education.

EDWARD C. LINDLEY, *Wichita, Kansas*

If those who happen to be at the lead now see clearly and plan wisely, it seems there is a wide field of service open to schools of the junior college class. As soon as the advantages are discerned by the public, response and support will be ample.

H. ELLIOTT CHAFFEE, *Pittsfield, Massachusetts*

The junior college movement has significance because it is still a movement. Its standards and curricula are not fixed. It can be adapted to the the needs of its clientele.

NICHOLAS S. SICHTERMAN, *Port Huron, Michigan*

The terminal courses ought to be of increasing value for each community fortunate enough to have a junior college.

N. P. OLMSTED, *Brainerd, Minnesota*

Since many high school graduates cannot find work and cannot afford to go to college or university, I think the local junior college serves a valuable function in fitting these students both for definite jobs and in affording them certain cultural advantages which will fit them better to enjoy life and be good citizens.

S. H. JONES, *Brookhaven, Mississippi*

I fear too much emphasis upon its terminal aspects may tend to cheapen the idea of a college course.

H. D. SUYDAM, *Mathiston, Mississippi*

To be sure, there is great need of terminal courses. Many pupils will never go further in school and as such need those courses in living which will best fit them for citizenship. And certainly citizenship should be a major subject—not merely the mechanics of working. Let's put in background the idea of educating in order to make more money or to make money easily. Let's teach to live the abundant life which is the life of culture and service.

GASTON W. DUNCAN, *Bernie, Missouri*

Terminal courses will induce a much larger enrollment of high school graduates and will contribute to a more practically informed citizenry.

A. B. JACKSON, *Jefferson City, Missouri*

To me the junior college movement is tremendously significant. Probably not all high school graduates should enter college. Some have

no aptitude for higher education. But certainly a larger proportion of our youth should have the benefits of at least a little of the culture provided by a partial college education. For many this can be provided by the junior college, which will satisfy their demands. Two years is all they want or need.

BEN MORRIS RIDPATH, *Joplin, Missouri*

The so-called junior college is good so far as it goes. Two years of college work are better than none, but the final goal should be a four-year liberal arts education for all youth who will take it and leave the universities for graduate vocational and professional training.

C. C. WOODRUFF, *Newark, New Jersey*

I have thought and still think of the junior college as the best educational opportunity yet devised for steadying uncertain youth during the trying years of the late teens and helping them to see into the future to the end that they may choose whether school education for them is to lead on further or to terminate with the short period of junior college.

CHARLES B. HOWARD, *Buie's Creek, North Carolina*

I am convinced that more terminal courses, such as junior colleges must prepare themselves to offer, are one of the most imperative needs in our educational set-up today.

S. H. FULTON, *Laurinburg, North Carolina*

Not a great percentage of high school graduates should go on through a senior college course, in my opinion. What so many of them need is the two-year terminal course, preparing them to earn a living, which the junior college should offer.

P. D. MILLER, *Raleigh, North Carolina*

Many fine boys and girls could do junior college who can never see inside a college if they must plan to go four years.

K. ORLANDO LEE, *Ellendale, North Dakota*

I believe that the junior college has a distinct place in the educational program of our country. It gives persons a chance to train for their occupations, a function that the high school ought not to have to handle and that the four-year college has taken too much time to cover.

JOHN KNOX BOWLING, *Duncan, Oklahoma*

Unquestionably one of the most forward looking movements in American education today. It is the one essential educational unit and the most logical one to give youth terminal education.

HERBERT M. PIERCE, *Wilburton, Oklahoma*

To me the junior college should serve as an industrial finishing school. A place where youth is taught to hold some specific job. Public school education has failed to equip boys and girls to hold a job.

SIDNEY H. BABCOCK, *Woodward, Oklahoma*

There is a growing need for a junior college with emphasis on the terminal function. In this section the preparatory function is used only because there is not sufficient money to provide physical equipment and competent faculty to operate successfully a college designed for the terminal function. We need a terminal college to develop in a larger number of our young people, who have neither aptitude nor ability to go to colleges and universities for higher training, a social, political, and religious norm which will enable them to withstand the attacks that are constantly being made upon our democratic institutions and our form of government.

A. T. GUILFOYLE, *Altoona, Pennsylvania*

A post-secondary training of terminal aspect is rapidly becoming necessary, and this realization is felt by the student who looks for at least a year, preferably two, to give a finish to work begun in the secondary schools. Or, being aware that an academic secondary education leaves him without immediate preparation for earning a living, he turns to an institution that, in a short time, can give him some training that puts him in the upper levels of the skilled labor group or the semiprofessional group. Junior college is doing this for many young men and women, and in many cases is making this extra training possible without great expenditures. Moreover, junior college gives that broader vision on society in general that comes from and with further study.

ROBERT M. SKINNER, *Pottsville, Pennsylvania*

The junior college movement is good on several grounds. It should tend to compensate for the disappearance of apprenticeship in all lines, make possible the raising of standards in four-year colleges, relieve

unemployment among youth, better prepare the future citizenry for an increasingly specialized existence.

A. S. THOMAS, *Denmark, South Carolina*

I do not believe that the public generally accepts the idea of the junior college as terminal. It will have to be educated to what is best—i.e. that 50 per cent would profit more from the junior college than the four-year college.

R. A. MCFARLAND, *Rock Hill, South Carolina*

There are thousands of high school students who will go no further in education unless we have the junior colleges. Should they take two years of junior college work it would greatly enrich our American life.

WILLIAM M. DYE, *Etowah, Tennessee*

I personally believe that the average college student should more frequently stop with the junior college, giving the student a well-drilled preliminary preparation in the practicable pursuits of life. Educate towards vocational service, rather than away from, as in my judgment, is being done too largely. Too many students now leave college and university with the idea, "I am now a 'scholar,' and the world owes me a 'position,'" thus becoming a national liability rather than an asset.

EMMETT P. PAIGE, *Poultney, Vermont*

The appeal of a junior college should not be made on the basis of the first two years of a four-year course to be finished elsewhere. It serves its purpose best by educating along specific lines those who can go only two years.

### Attorneys

G. C. HARDIN, *Fort Smith, Arkansas*

The junior college meets a great need which has come about under our educational system. Without junior colleges a wide "gap" is left open at the place most needed.

WILLIAM NASH, *Little Rock, Arkansas*

It seems to me that high school education is tending to become more shallow generally and that the students need more serious work to bring out their capabilities.



GILBERT H. JERTBERG, *Fresno, California*

The danger lies in giving a student a program of terminal work which will have no transfer value, and then having him discover after two years that he is fitted and able to go on with a full college course and perhaps with graduate or professional training. This difficulty cannot be avoided entirely so long as both terminal and preparatory courses are offered side by side, but an adequate advisory staff for incoming freshmen, with competent follow-up advising during the first two years, can eliminate much of the difficulty.



Figure 57. LOCATION BY STATES OF 49 ATTORNEYS, PHYSICIANS, AND DENTISTS WHO ARE QUOTED

CLAUDE A. WATSON, *Los Angeles, California*

Courses should be so planned as to give practical training for citizenship and productive capacity to those who will never go further.

A. L. HICKSON, *Pomona, California*

The economic and social trend in America necessitates junior colleges as terminal educational institutions.

A. V. MULLER, *San Luis Obispo, California*

The junior college movement undoubtedly has met with such immediate success because it is the best answer to a long-felt need by students, parents, and community alike.

DONALD P. CADY, *Susanville, California*

The junior college movement is tending toward a technical terminal goal. This is as it should be, for, aside from professional prerequisites, there is too much liberal education and not sufficient specialized training.

JAMES K. GROVER, *Grand Junction, Colorado*

I have serious doubts whether the junior college can offer any more of a terminal function after two years than the average university or liberal arts college. If mass production lowers cost in education, there would seem to be no reason why the average university couldn't do a better job in this respect.

E. V. BOUGHTON, *Coeur d'Alene, Idaho*

I believe more education should be given for vocational training. Under our present economic conditions the average graduate of a high school is handicapped in comparison with youngsters who do not have the advantage of secondary educational training. Attention should be given to agriculture, mechanics, carpentry, masonry, engineering, blacksmithing, etc.

FRANK W. SENNEFF, *Britt, Iowa*

The terminal function is highly desirable and should prepare the youth who is unable to attend college for his future occupation. Above all, it should prepare him to become a self-supporting and independent citizen, depending upon his own preparation and capabilities, rather than the government, for his subsistence.

RICHARD H. PLOCK, *Burlington, Iowa*

I believe that the junior college movement is here to stay. The junior college performs a definite service for students who cannot afford to go away from home to attend college.

W. F. STIPE, *Clarinda, Iowa*

The special significance of the movement is that it is broadening and extending higher education to a larger number of American youth.

JOHN P. CHERNY, *Independence, Iowa*

It is my opinion that more attention should be given to the terminal function, but there are many young people of limited means who possess the scholarship and desire for a higher education and ample provision should be made for them in the public junior college.

STANLEY E. TOLAND, *Iola, Kansas*

The junior college movement has enabled students to obtain two years of higher education near home and at a lower cost than in a college or university; but greater emphasis should be placed upon the terminal function because so many who attend junior college are not in a position to go on to college or a university.

ROBERT CONROY, *Forest Glen, Maryland*

I may be old-fashioned, but the idea that two years of the arts and sciences is a better preparation for employment than more specialized courses for a similar period persists in my mind, and after much experience with graduates of both courses, I can see no reason to change my opinion. There is no satisfactory substitute for academic or classical education.

FRANK C. LEARMAN, *Bay City, Michigan*

The United States is quite rapidly moving into an era of scientific manufacture and production. The old hard hand-labor is just about over, youth must be better equipped to take its place in this scientific era, and the junior college is an excellent vehicle for better equipping and one within reach of a much larger number of persons than is the standard university.

JOHN J. FISH, *Dearborn, Michigan*

The junior college is the means of practical education for democracy. In the past, too many of our high school graduates have gone on to college "for a degree" and then unemployment. Well-planned terminal courses will educate students along practical lines which will fit them into our economic structure.

CLIFFORD A. TRETHEWEY, *Ironwood, Michigan*

I believe that the main function of a junior college should be terminal, stressing those courses which will adapt the student to the community in which he lives and with the demand for particular kinds and types of work, thus giving him the working tools to go forward on his own initiative after he leaves two years of junior college work.

FLOYD J. POOLE, *Jackson, Michigan*

I believe that the junior college has a field of its own in which to operate—offering the members of the community a source of additional cultural and citizenship training that otherwise would not be available, providing preparatory training with less expense and less

risk for those who contemplate advanced work at the university, giving reliable technical training not obtainable elsewhere. But care should be used that the junior college does not become just an additional two grades of high school, another burden to the taxpayers, and an unfair competitor with established private enterprise.

N. SCHOCHET, *Coleraine, Minnesota*

I believe that public education should be extended in these days for those students that have the ability to profit from it, if only as a healthier environment for their development. Where considered from the terminal aspect, I believe trade or vocational training should be provided more adequately.

ALVIN H. JUERGENSMEYER, *Warrenton, Missouri*

Junior colleges should offer terminal courses to give the student an opportunity to develop his desires normally without being forced to take certain required subjects.

JOHN J. PENTZ, *Dubois, Pennsylvania*

A junior college with terminal courses will meet a great need. Those who go to work early in life, for various reasons, should and will increasingly find definite training and skill, a requirement in obtaining employment. Modern industry and business are becoming more and more complex, so that even the beginners must have some aptitude for the particular activity they seek to enter or for which they may be desired. I favor, ultimately, a compulsory junior college training as we now require for secondary schooling.

C. H. WELLES, JR., *Scranton, Pennsylvania*

The junior college movement gives youth a chance to get off to a better start in life.

C. G. QUESENBERRY, *Waynesboro, Virginia*

In my opinion the junior college can play an important part in our economic system, provided it is designed to give young people a complete education for an occupation. This seems to be the great weakness of the standard university courses.

### Physicians

ROBERT E. RAMSAY, *Pasadena, California*

I am not in favor of the junior college movement at all. State uni-

versities, normal schools, agricultural schools and the like are sufficient.

DEWEY R. POWELL, *Stockton, California*

I have watched the development of junior colleges with great interest here in California. The most important fact is that hundreds of students whose education would have stopped at high school have been enabled to go on to college.

C. N. CALDWELL, *Pueblo, Colorado*

I believe that there is a very definite place for and need of such a movement provided it is handled by men with a clear conception of the relationship between this movement and the already established institutions. The terminal aspects are most important but if over-emphasized can readily be the means of creating a competitive rather than a cooperative spirit.

C. SEAVER SMITH, *New Haven, Connecticut*

I believe more stress should be placed on the practical rather than the theoretical to equip the student for a very definite position and function in the industrial or business world.

J. C. DONAHUE, *Centerville, Iowa*

It is my opinion that modern-day education is being spread over too large a territory. I believe in fewer colleges, fewer secondary and junior colleges, and in increased personnel in our larger institutions with better salaries for teachers as a whole.

C. H. GRAENING, *Waverly, Iowa*

In the educational program, too little stress is laid on non-white-collar types of work. This program must be instituted early in the grade school. Failure to stress the dignity of all honest labor is tragic in its consequences. Junior colleges should provoke desire to learn, but not point only at senior college life.

A. C. EITZEN, *Hillsboro, Kansas*

While the older classical type of education might still be desirable, the recent years have shown that it does not prepare the great majority of young people to cope with the problems of everyday life—or, putting it bluntly, to earn their bread and butter.

THOMAS J. BURRAGE, *Portland, Maine*

With regard to terminal studies I feel that such courses should not be the entire aim of junior colleges, though I believe that for about 50 per cent of the student body they will have to suffice.

A. C. BOSEL, *Crosby, Minnesota*

In these unsettled economic times far too many high school graduates are denied a chance to further their education to make themselves self-sustaining. Not that they are not interested in further education but they have no opportunity to earn money to continue it. For that reason I think the junior college should be run practically free (same as the public high school) and more and more on the terminal function plan, thereby giving the students a finished course in some vocation at which they can become self-sustaining. I think the state and government should subsidize these junior colleges in some manner to bring such a condition about. The state and national government owe it to the youth if they want to make truly loyal democratic citizens. After all, the nation that will look after the education of the youth is the nation that will prosper and be on top of the heap.

B. O. MARK, JR., *Worthington, Minnesota*

Junior colleges should provide not only basic, liberal arts and preparatory courses for professions, but definite terminal training in certain skilled trades or professions not requiring too much time.

RUDOLPH F. DECKER, *Byron, Nebraska*

In my opinion, the junior college will and, with some exceptions, should become a school whose most important function is that of terminal education for the many.

FRANK W. PLEHN, *Scottsbluff, Nebraska*

Possibly 25 per cent of high school graduates have the ability and the inclination to make good use of the broader, more complete education offered by the university. Without more skill along some particular line of endeavor, the average high school graduate is useless in the present world. The junior college, if properly equipped and motivated, could give this skill that would equip its graduates to fill a useful place, enabling them to attain the satisfaction that comes only from the ability to perform a needed task in an excellent manner.

JOHN H. RICHARDS, *New York City*

The brilliant mind will not get a swelled head as the result of

graduation from a junior college. The slow mind will get the additional training that he needs, he will not develop any of those character defects consequent to a feeling of inferiority, and he will be better fitted to serve himself and the world in general.

E. B. DUNLAP, *Lawton, Oklahoma*

I think the establishment of junior colleges is the greatest advancement of all time in the educational system. It fulfills a need in the lives of youth that cannot be met otherwise. It furnishes advantages to the larger group that could not go beyond high school without its existence.

WILLIAM R. DAVIES, *Scranton, Pennsylvania*

Periods at which the student honorably may terminate his schooling with less emphasis placed upon "graduation" are desirable. At 16 he may start to learn a trade; at 18 he is at high school level; at 20 he may move into subprofessional occupations; at 22 he has finished college and is in the most unsatisfactory of any of the outlet periods, as he must work for a master's or a doctor's degree or go on into four more years of professional training.

J. C. TERRELL, *Stephenville, Texas*

There is a definite place which has not been filled yet by junior colleges and colleges of higher education for the student who is able financially, physically, and mentally to take a two-year terminal course and make him fit for any business and semiprofessional positions. Many positions cannot pay the money necessary for the expense of a four-year course.

G. T. SINGLETON, *Wichita Falls, Texas*

It is necessary for every young person to be taught to do some particular work not only for the sake of earning a livelihood but for the good of the country as a whole.

WILFORD J. REICHMANN, *St. George, Utah*

I believe that the junior college can and should provide a high type of terminal education. It can do much to produce good citizens and preserve and make more secure our American democracy.

### Dentists

GEORGE A. CAMPBELL, *Glendale, California*

If more emphasis is placed on the terminal education aspect of

junior college education, the needs of the state and of the student will be met more adequately.

OSCAR FLENER, *Hopkinsville, Kentucky*

In my community we have hundreds of people not equipped in any way, except to drive a plow or do some manual labor—especially the negroes. Build the terminal courses so men and women may be trained in the skilled labor and technical work such as carpentry, etc.

W. H. BREELAND, *Belmont, North Carolina*

I wish our local Belmont Abbey Junior College could at least put in a terminal factor in textiles, because the lesser positions in the mills here are held by men who came up through the ranks and are trained only by experience and have no scientific training. The textiles plants could offer an internship which would be easily available.

L. E. DUNCANSON, *Hobart, Oklahoma*

Walk up or down Main Street and count the jobs that take special training as painting, plumbing, watchmaker, photographer, repair men, glass fitters, tinnners, machine operators, salesmen, carpenters, metal smiths, garage mechanics, shoe repairmen, harness workers, trained firemen, bakers, butchers, barbers, bootleggers. These are the jobs that must be filled and the list is much longer than Main Street, to say nothing of the professional lists. The vocational aspect of the junior college is great so far as it goes but should extend to all trades or special work so that the student can step out of school into a job and know what it is all about. The student that plays athletics or winds an eight-day clock for his education doesn't have a chance with the one that has taken special training in some useful vocation.

C. O. HESS, *Amarillo, Texas*

In this section the junior college is playing a very great part in giving young people an extra two years of education. There is not enough practical hand education. All students cannot be of the white-collar class.

J. P. IRBY, JR., *Blackstone, Virginia*

The junior college should be a great help to those who can take only two years.

O. E. NELSON, *Centralia, Washington*

My judgment tells me that there is no greater need in our higher



institutions of learning than the junior colleges. Students leaving the high schools find it most impossible to find positions of any kind, and in these days even after they have reached the ages from 18 to 21, positions are not numerous. Therefore, there should be some provision in our institutions of learning to help occupy their talents and take up the slack, giving them the opportunity better to fit themselves for the future.

### Bankers and Insurance Executives

J. R. PRICE, *Executive Vice President, Southwestern Fire Insurance Company, Phoenix, Arizona*

I think our junior colleges should be more vocational schools so that every student finishing is equipped to make a living. More moral courses also should be taught. Most of the students come out of junior

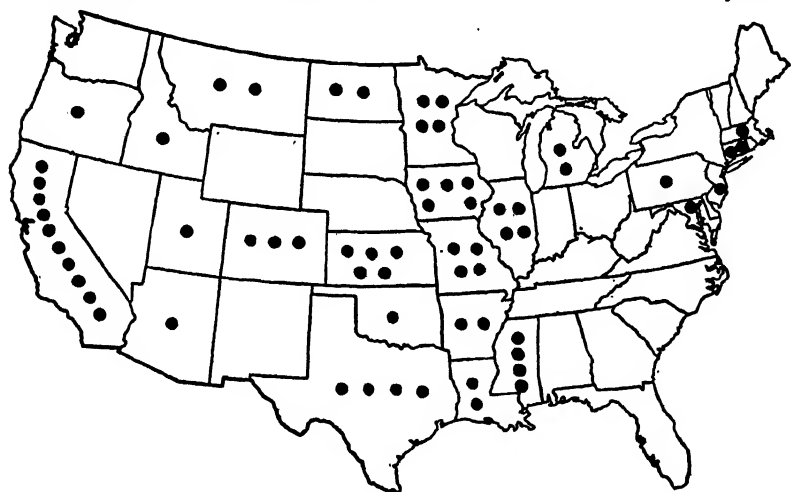


Figure 58. LOCATION BY STATES OF 64 BANKERS, INSURANCE EXECUTIVES, MANUFACTURERS, MERCHANTS, AND CHAMBER OF COMMERCE OFFICIALS WHO ARE QUOTED

college as well as universities smoking, cocktail drinking fiends (perhaps a little overstated) but it is really alarming and is doing much to undermine character, morals, and health.

ALFRED E. KAHN, *President, Union National Bank, Little Rock Arkansas*

I think that for the average young man in this state, two years in the junior college in direct preparation for a vocation is vastly more desirable than four years in a college of liberal arts.

F. A. MONROE, *Manager, Magnolia Insurance Agency, Magnolia, Arkansas*

The junior college movement I believe should concentrate on vocational training of students that could be completed in two years.

A. C. DIMON, *Manager, Bank of America, Bakersfield, California*

In our business we prefer junior college graduates because they are more mature and because they represent the more ambitious portion of high school graduates.

C. L. MIKKELSEN, *Manager, Bank of America, Lancaster, California*

In my estimation, the junior colleges are vital to the youth of America.

F. E. HARDIKER, *Assistant Vice President, Bank of America, Long Beach, California*

The junior college movement is entitled to greater recognition and sponsorship and with certain vocational studies and requirements it can offer immeasurable benefits to our young people who must receive a sound grounding before seeking the employment fields.

J. C. RALPHS, *Vice President, Citizens National Bank of Riverside, San Bernardino, California*

I think the junior college is a very important institution in our educational life but I do not believe on the present basis it is accomplishing what it should. Unemployment problems, the problem of unskilled mechanics, the lack of opportunity for the student with natural mechanical genius, in my estimation demand that our junior colleges take the lead in providing more practical vocational opportunities for young people. Many older people will take advantage in the evenings of facilities and opportunities afforded. I think our educational system needs a drastic overhauling in keeping with the practical needs of our people.

ELMER NIELSEN, *Manager, American Trust Company, San Rafael, California*

Economic conditions prevent a large percentage of young people from "going away" to the university. They must enter employment untrained, or purchase instruction from a private school, many of which promise jobs, and many of questionable quality as to the product delivered—unless the desired training is offered near at hand, preferably in a junior college.

M. A. BILLS, *Assistant Secretary, Aetna Life Insurance Company, Hartford, Connecticut*

It seems to me that the cooperative plan in junior colleges is probably the growing type of organization and I believe has certain very definite advantages.

THEODORE H. WEGENER, *Investments and Brokerage, Boise, Idaho*

A junior college should be equipped especially to serve those young people who are unable to attend standard universities to obtain an education for an occupation.

PAUL E. ALM, *Vice President, C. L. Schmidt Investment Securities, Chicago, Illinois*

I am impressed with the junior college contribution to education. I feel certain that its terminal aspect is and will become increasingly evident. Modern streamlined education demands a well rounded two-year college course.

PAUL T. BETZ, *Executive Vice President, First National Bank, Lincoln, Illinois*

It is my opinion that the terminal aspects of the junior college will become increasingly more important, particularly in trade lines, if it is so permitted; but I do think that it would be unwise to permit trade courses to displace the arts.

WADE H. RISSE, *District Superintendent, Prudential Insurance Company, Parsons, Kansas*

We should encourage the development of guidance, so students may try to choose their vocation for which they seem best adapted, then devote most of their thought and efforts along these particular lines during the two years in junior college.

HAROLD THURSTON, *President, Muskegon Trust Company, Muskegon, Michigan*

A student completing junior college should know that he has brought his formal education to a conclusion with a sound preparation for life. He should have the fundamentals for his chosen work. He should know the fundamental principles of the institutions which make our democracy.

JOHN DRAGAVON, *President, First National Bank, Ely, Minnesota*

I think it is important that junior colleges provide for terminal

training. Students who generally enter junior colleges are, to a large degree, local. A large percentage of graduates from such colleges do not go any further, and are left in a state, where, by reason of their two-year course at the junior college, they believe they are educated when actually they are not.

J. R. SCHUKNECHT, *Cashier, Miners National Bank, Eveleth, Minnesota*

I am very much in favor of the junior college terminal function. Junior colleges should educate the young people along practical lines such as trades, agriculture, aviation, etc.

B. J. CARTER, *President, Merchants & Farmers Bank, Meridian, Mississippi*

I think the junior college idea is filling a very much needed gap in the present educational interest in this country and I hope it will continue to grow and expand.

CLAUDE M. DAVIS, *President, Citizens State Bank, Moorhead, Mississippi*

The junior college is a departure from the hide-bound, traditional liberal arts college. It brings the benefits of higher education close to the people it serves.

M. E. COOPER, *Vice-President and Cashier, Bank of Wiggins, Wiggins, Mississippi*

Since the junior college is a terminal institution for such a large percentage of our youth, I feel that by all means the curricula should be changed in scope to prepare students for gainful occupations and citizenship.

W. N. McDONALD, *District Manager, Union Central Life Insurance Company, Joplin, Missouri*

The junior college is an advance step in our school system and one should be established in every community possible. Many boys and girls through the means of a junior college are given an opportunity for higher education which is required in all lines of business. I endorse the junior college 100 per cent.

W. V. DAVIS, *President, First National Bank, Monett, Missouri*

The difficulty of securing full-time employment is a real problem and this additional two years of education not only better fits the

individual for future living and for earning, but fills in an additional two years in which to allow others to move off the stage in the business world. Today most youngsters graduate too young anyway, that is, before they have had time to mature and find themselves. These additional two years give additional time for them to get themselves in hand as to which direction they will go.

D. W. HOPKINS, *Insurance, School Board, St. Joseph, Missouri*

Junior college offers great opportunities for young men and young women to broaden their education. Offerings of a semiprofessional nature would be a help but are in no way a solution to the problems confronting young men and young women today.

LIVINGSTON L. MERCHANT, *Partner in Scudder, Stevens and Clark, Boston and New York*

Locally, the junior college can perform a notable job. I cannot satisfy myself that it is sufficiently novel or progressive to represent a necessary educational development on a national scale.

WALTER H. GJERDINGEN, *Cashier, First National Bank, Bottineau, North Dakota*

I feel we do not have enough vocational training—there is no man and no woman who cannot at some time use their hands no matter what they do. We give too much of the so-called higher type of learning, too much of wanting to start at the top of the ladder.

J. A. MATHIS, *Secretary-Treasurer, Local Federal Land Bank, Frederick, Oklahoma*

Many thousands of dollars are wasted annually by well-meaning parents in preparing their children for vocations or professions for which they are naturally not fitted. Example: A well-to-do farmer in this community spent at least \$7,000 to develop a musical career for his daughter; result, she is now a housewife on a tenant farm. These things are tragic and should be corrected by people who have dishonestly encouraged parents who are eager to visualize their sons and daughters to reach heights in various lines which are quite impossible, while those who propose to train them know this to be a fact. Efficiency, honesty, vision on the part of faculties would do much to improve our educational standards and would be a great force in directing young people to proper goals.

U. A. NOBLE, *President, First National Bank, Scranton, Pennsylvania*

Establishment of a sufficient number of junior colleges throughout this country with the terminal function as their main object is the most practical solution of a long-realized fault in our whole educational system. It spells participation by its graduates in national progress apart from higher professional functions, so badly needed in every section of our country.

E. B. CARRUTH, JR., *Vice President, Charles Schreiner Bank, Kerrville, Texas*

The junior college might well provide a testing ground for the few who should go on, the many who should not, and at the same time provide some additional advantage to those earnest enough to continue their education beyond the high school.

#### Manufacturers and Merchants

C. V. SMALL, *Manager, Hayward Lumber Company, Lancaster, California*

I think the junior college definitely is becoming a part of our school system to equip the younger generation with working ability and knowledge of our different trades and vocations. Also, I think a more extensive program of training for homemaking for girls is a very definite need of our country.

J. L. HUNTER, *Owner and General Manager, Machine Shop, Riverside, California*

It is quite apparent that the junior college is already a terminal point in the education of the majority of the students. It would seem therefore, much more practical to inaugurate such courses as would best equip them to obtain gainful employment upon leaving this institution.

C. T. REID, *Director of Education, Douglas Aircraft Company, Santa Monica, California*

The question of the terminal function of the junior college has been the subject of a great deal of thought on our part and has been so important to us that we have prepared a tentative course of study, carrying through high school and junior college in a manner to help solve this problem. We feel that the terminal function should be truly and validly terminal but that if any preparatory value can be obtained

without sacrificing the validity of the course itself, this is also a desirable feature.

WILLIAM H. DAYTON, *Merchant, Visalia, California*

Terminal education should be 90 per cent of the effort of the junior college. It is needed by all students who can benefit by it and who can afford it.

F. M. WILSON, *General Manager, Denver Alfalfa Milling & Products Company, Lamar, Colorado*

The junior college movement will blossom eventually into a movement which will have to do only with vocational training.

R. S. BAIRD, *Manager, Flour Mill, Lamar, Colorado*

I feel the majority of the students who are now attending junior college and will attend would not be financially able otherwise to secure education beyond high school.

GEORGE M. KIRK, *Manager, Employees' Service Department, Colorado Fuel & Iron Corporation, Pueblo, Colorado*

The junior college movement (terminal function) will do the following: It will achieve stability and a certain degree of educational maturity to latter adolescents who otherwise would be floaters and flounders; it will save thousands who otherwise would be lost to proper adjustment to society. To thousands who find it necessary, under economic pressure, to seek a short-cut to remunerative positions in offices, skills, or trades, the junior college can offer a short-cut to educational background which will enhance their chances for advancement and success. The junior college movement should, and no doubt will, find a unique field in filling the demands of the business world for better-equipped personnel in the intermediary positions which neither the high schools nor academic institutions are able to fill.

H. R. PHILBRICK, *President, Manufacturing Corporation, Hartford, Connecticut*

I heartily approve the junior college movement as a terminal project to be available only to those able to defray 50 per cent of its cost.

J. MACKEEVER, *President, Gerlach-Barklow Company, Joliet, Illinois*

I think the junior college can fill a great place in aiding high school graduates and preparing them for positions in industry, professions, and business. The two-year period would at least give them the ap-

prentice training which seems to be vitally necessary not only for high school graduates but for university graduates as well.

W. J. BETZ, *Manager, Kresge Store, Lincoln, Illinois*

The junior college movement has a definite need to fulfill in regard to its terminal aspects. Because of the limited time it has to train the students for life work, the more necessary it becomes that strictly academic work be limited and replaced with more practical work. Make the practical work required, the academic work elective.

OLIVER M. COOK, *Manager, Clothing Store, Clarinda, Iowa*

I hope the terminal function for junior colleges can be worked out for a great majority of them. Most communities today have problems that are associated closely with one another, and if a student graduate is ready to step into community life with plenty of energy and anxiety to learn more about his trade, it is after his sophomore year.

B. G. MOOD, *Garage Proprietor, Emmetsburg, Iowa*

I personally feel that junior colleges more adequately should fit a person to make a living than they are doing at present.

W. L. BRINTNALL, *Owner and Manager, Department Store, Marshalltown, Iowa*

There is a great need for training young people in order that they may accept civic responsibility and be equipped properly to earn their living.

C. R. BOHAN, *Manager, Sears, Roebuck and Company, Coffeyville, Kansas*

The junior college in Coffeyville certainly has served well its terminal function as I can speak from experience in this activity. Several of my key employees in this organization, men who are now in line for advancement to store managership, are junior college graduates who worked their way through school with part-time positions in this store and upon graduating from the college stepped into permanent positions here. Our firm right now is compiling a report from all stores on employees with two years or more of college education.

H. C. COX, *Division Manager, Kansas Gas and Electric Company, El Dorado, Kansas*

Our junior college has given hundreds of youth two years of college



who would otherwise have had no chance at anything beyond high school.

A. S. CASE, *Merchant, Independence, Kansas*

I feel quite sure the junior college movement is making a splendid contribution toward raising the intellectuality and efficiency of the coming generation.

E. E. HARRISON, *Retail Shoe Store, Iola, Kansas*

Having had varied experience with young men of high school age I find that too many are preparing themselves for white-collar jobs with not enough jobs to go around, while trades are actually suffering for lack of competent men. This situation is caused perhaps by regulations governing apprenticeship because of wage scales, and our own false idea, that for a full happy life we must have a so-called white-collar position.

SIG MASUR, *Owner and Manager, Department Store, Monroe, Louisiana*

Teach the boy how to do a job, so he can hold a position.

ROBERT E. VINING, *Public Relations Officer, Western Electric Company, Baltimore, Maryland*

The terminal phase of junior college education is helping to meet a need of long standing. Terminal curricula can play an important role in defense preparations.

EDWARD J. FROST, *Retired Manufacturer, Jackson, Michigan*

Employment demands so great specialization that the old high school education is not sufficient preparation for those contemplating employment in positions even of minor importance.

ALEXANDER KING, *General Superintendent, Iron Mines, Coleraine, Minnesota*

The junior college provides opportunity for higher education to those who otherwise might get none. Many after graduating find means through self-help or otherwise to graduate from universities.

H. O. KRAGNESS, *General Manager, Boote's Hatchery and Packing Company, Worthington, Minnesota*

The junior college, with reference to its terminal aspect, is filling

a definite need. Too many are forced to discontinue or to give up higher education because of length of courses.

L. A. HURST, *Auto Dealer, Poplarville, Mississippi*

Because such a large percentage never go any further than junior college I think junior colleges should concentrate on the terminal function.

A. O. RUGGLE, *Merchant and Postmaster, Conception, Missouri*

Higher education is neglecting the manual workers and we need them more than the professional graduates. We are drifting into an overeducated condition.

R. R. ROBERTS, *Public Utility Executive, Glendive, Montana*

It would seem that the junior college movement is timely and will give needed trade or special education to many who through a variety of reasons cannot go further with educational work after leaving high school. The junior college will keep many from idleness because of lack of opportunity to go to work and whether further knowledge obtained is ever used they will not learn the very bad habit of idleness.

F. J. JELINEK, *Retired Merchant, Miles City, Montana*

The outstanding aim of the junior college movement is to meet conditions peculiar to communities or areas far removed from centers of higher education. Particularly significant is that terminal courses offer the opportunity of fitting individuals to meet their respective economic situations in a manner probably not otherwise available.

EDWARD A. LOVE, *Manager, Sears, Roebuck and Company, Morristown, New Jersey*

My experience in this vicinity indicates that high school graduates are prepared very poorly for jobs. They need at least two years more to overcome apathy, acquire common sense, and a better idea of what it is all about.

MARTIN E. VINJE, *Merchant, Bottineau, North Dakota*

Junior colleges should offer more in the vocational field.

WALTER W. R. MAY, *Director of Public Relations, Portland General Electric Company, Portland, Oregon*

The junior college movement shows that our educators and parents are striving to improve the educational formula. There is a danger in

publicly supported junior colleges, however. That danger lies in the fact that, as now constituted, junior colleges, publicly supported, encourage young people to take a short cut to fundamental learning and at the same time teach them to expect the government to do too much for them. The government, like a parent, can be too indulgent.

A. KIZLER, *Foreman, Humble Oil Company, Baytown, Texas*

I think the youth of from 16 to 18 years of age graduating from high school is too immature in judgment to have made up his mind as to profession or occupation. The junior college acts as a "soaking pit." It gives the youth a mellowing time in which he can digest what has been crammed into his head. During this time the student can be occupied with his studies at home or near home where better control can be maintained over him. Were it not for the junior college he would probably be compelled to accept whatever employment he could find and, however small the compensation, he would be reluctant to give up the position because of the money involved. This would be likely to carry him along with the tide in an occupation to which he has a lasting dislike and to which he was not fitted. The junior college should and can offer the youth of today something that will interest him without the time and expense involved in a university education. I know many youths who have spent four years in a university and are now in occupations into which they went as much unprepared as when they left high school. They are now attending evening classes in our junior college which have a direct and beneficial bearing on the trade they are now interested in and following.

C. B. PRUET, *Chevrolet Dealer, Ranger, Texas*

Junior colleges can furnish additional educational opportunities that might be otherwise denied.

### Chamber of Commerce Officers

R. L. KIMMEL, *Secretary, Chamber of Commerce, Modesto, California*

I believe that junior colleges as operated in California fill a definite need for students who cannot afford to leave home and attend a larger institution, as well as for those who prefer vocational training. I definitely feel the junior college movement should be encouraged.

ROSS BURMAN, *Secretary, Chamber of Commerce, Burlington, Iowa*

Junior colleges should serve a large percentage of high school

graduates in each community. Some of these high school graduates never can, and many never should, attempt the four-year college courses now offered. Junior college should have terminal facilities in commerce, salesmanship, business administration and many of the trades and industrial skills.

A. M. FARBER, *Secretary, Association of Commerce, Centerville, Iowa*

Junior colleges should offer courses that will fit youth for immediate employment. Junior colleges are in the best position to do this at smaller cost.

RUPERT A. CISCO, *General Manager, Association of Commerce, Lake Charles, Louisiana*

The junior college movement is a continuation of our democratic government into a higher educational field.

S. W. MIMS, *Manager, Chamber of Commerce, Crockett, Texas*

It would please me greatly to see less emphasis placed upon purely academic attainment and some earnest effort made to give our young people the training that would place them in a position to meet the practical responsibilities that must fill their lives.

E. J. FJELDSTED, *Secretary, Chamber of Commerce, Ogden, Utah*

It is my personal opinion that junior colleges have terminal courses and adapting such curricula to the community's and nation's needs are the answer to America's educational problem. Universities and our liberal art colleges are a necessity, covering the field for the limited upper brackets who are mentally and financially equipped to take advantage of these opportunities. Junior colleges, with terminal courses, provide the proper facilities for the other 75 per cent who are fitted primarily to pursue various vocational activities.

### **Trustees or Board of Education Members**

(Not otherwise classified)

W. C. SHACKELFORD, *President, Board of Education, Modesto, California*

Junior colleges should maintain academic courses, cooperating with the universities. They also should maintain a very high terminal course, as about 85 per cent of our students do not attend institutions of higher learning.

W. L. BLAIR, *President, Board of Education, Pasadena, California*

Pasadena's junior college experiment, over the last 15 years, has been successful beyond all expectations. This has been true especially in the development of courses leading to skilled and semiprofessional vocations. Our progress in that field has enabled us to step into the defense program most effectively.

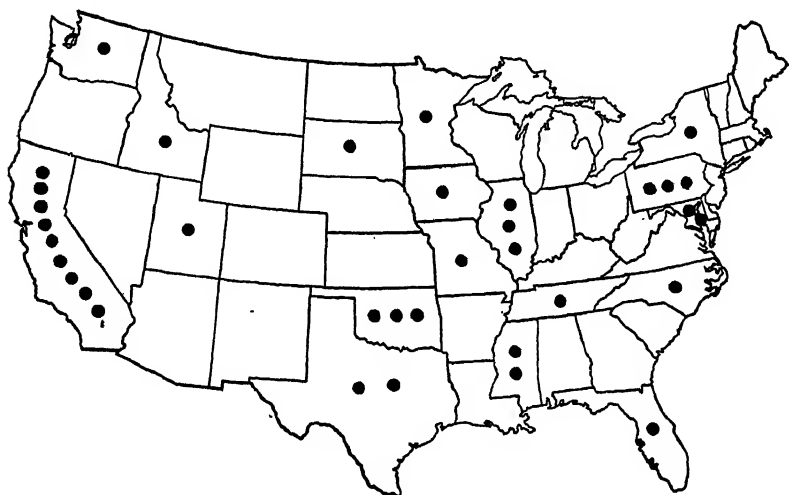


Figure 59. LOCATION BY STATES OF 35 TRUSTEES OR BOARD OF EDUCATION MEMBERS WHO ARE QUOTED

EDMUND P. STONE, *President, Board of Education, Pomona, California*

It is my opinion that the real value of the junior college lies in its terminal function and our success in this direction bears me out. It should be supported by a group of high school districts for the sake of numbers, as well as tax supported, rather than shouldered by one city high school district as is ours. This latter observation applies to the areas other than the great metropolitan cities.

EARL I. EYMANN, *President, Board of Education, Reedley, California*

Our experience here in this community is that the junior college is making it possible for about 300 boys and girls out of an enrollment of 425 to go to junior college who otherwise would have to quit and go to work very much unprepared in vocational training.

HAYDEN A. HEWS, *President, Board of Education, Riverside, California*

The junior college fills a distinct need in the community life for certain educational programs. The opportunities for additional service in the field of terminal courses seem unlimited.

C. HAROLD CAULFIELD, *President, Board of Education, San Francisco, California*

It is my judgment that the junior college level is the appropriate age for vocational training. To those students not studying for the professions, a sound general high school training, topped by an intense vocational program in junior college, seems best adapted to develop well-trained youth. Industry is willing to cooperate in keying junior college vocational training with its particular needs. In those instances where our local system has followed this cooperative procedure, students are trained effectively and, what is just as important, are employed upon graduation.

CHARLES L. LEWIS, *Secretary, Lux Board of Trustees, San Francisco, California*

We abhor the extravagance in time of the students, and the taxpayer's money in the duplication of the many courses offered by the various schools. Our idea is to prepare our students for the problems of today and tomorrow. A need exists for well-trained students with practical experience. This preparation can be done best by the terminal junior colleges.

CHARLES N. KIRKBRIDE, *President, Board of Trustees, San Mateo, California*

I think it a mistake to place too much emphasis on the terminal aspect. There will be a decided drop between lower division and upper division work, just as there is between high school and junior college. We should not "shoo" people out of the educational process with an "A.A." certificate but rather emphasize the necessity of continuous study at all ages.

MARION B. YOEEL, *President, Board of Education, Santa Ana, California*

In my opinion, the junior college has a very definite place in our educational program. During these days of unemployment our young men and young women have found it extremely difficult to secure

employment; consequently, it is very important that they have the opportunity for terminal training in some vocation.

CARL A. WIDELL, *Chairman, Board of Public Instruction, Palm Beach, Florida*

Junior colleges should offer just enough of a general college course so as to enable those who desire to complete their college work elsewhere to get credit for their two years' work. All of the other courses should be terminal, and considerable stress should be placed on commercial and business and vocational training with these courses particularly designed and changed from time to time to meet local needs.

OLIVER O. HAGA, *President, Board of Trustees, Boise, Idaho*

The junior college movement is a very necessary movement in view of our more complex civilization and progress in inventions, science, etc.

J. L. FIFER, *President, Board of Education, Joliet, Illinois*

It seems to me that despite our hopes, more and more young people are attending junior college merely for the additional two years of education they can receive, rather than preparation for the continuation of college work in universities. Since this is true, we should give more thought to the proper type of semiprofessional curriculum which more adequately would answer their needs.

MELVIN J. STEIN, *President, School Board, La Salle, Illinois*

The junior college permits the student with ability and capacity, but with a lean purse, to fit himself better for his entitled place in society.

DAVID H. HARTS, *President, Board of Managers, Lincoln, Illinois*

If we would put behind us all considerations of professional pride we would have to say that the astonishing rise of the junior college is due in no small degree to the softening up of the American high school. After four years of dramatics, athletics, and "activities," high school graduates have become quite unfitted for serious work in a world of reality. At least two years' work at the college level are necessary to develop concentration, diligence, responsibility, and loyalty, together with a modicum of skill or information which will make him a worth-while employee in any man's business. Far too much time in the junior college must be spent in review courses in an

endeavor to impress the student with some faint idea of the history, English and math which he "took" in high school, but failed to bring away with him. The idea of turning the junior college into a trade school has little appeal to the writer but junior college terminal courses in commercial or secretarial subjects, accountancy, and education do serve in most cases to qualify the student for self-supporting independence. After that, it is up to him.

R. C. ALLBAUGH, *President, Board of Education, Eagle Grove, Iowa*

It is my opinion that the junior college should work toward preparing young people for filling jobs when they are through with junior college. More attention should be given to teaching trades, mechanics, etc.

R. LORAN LANGSDALE, *Chairman, Board of Trustees, Baltimore, Maryland*

The junior college movement should emphasize whatever formal education is needed locally in order to prepare young people for semi-professional jobs and intelligent citizenship.

RICHARD H. PEMBROKE, *Member Board of Trustees, St. Mary's City, Maryland*

For the student who intends to enter business or other occupations not requiring high technical training, it would seem that a course designed for completion in two years should give adequate preparation and leave the student with a sense of completed accomplishment not attained by attending a standard university or college for a like number of years.

H. D. LUDLOW, *President, Board of Education, Worthington, Minnesota*

Terminal work in junior colleges has not developed as it should although we are headed in that direction rapidly.

J. KNOX HUFF, *Member, Board of Trustees, Forest, Mississippi*

During the last decade had it not been for junior colleges in this state, thousands of young men and women would have been obliged to stop school upon graduation from high school. Primarily the junior college has justified itself as an institution in that these thousands who otherwise should have been required to begin life's work with only high school education have received general and vocational train-



ing which rapidly should take them out of the category of untrained workers.

J. N. STEWART, *President, Board of Trustees, Picayune, Mississippi*

In Mississippi there is great need for the terminal function to be developed. Many of our junior college students never attend a senior college. Therefore, their college training aids them very little. Junior college students need training that will prepare them to enter into a useful place. They need training that prepares them to be able to *do* something.

MARK D. EAGLETON, *Member, Board of Education, St. Louis, Missouri*

I believe that the advancement and extension of junior colleges are absolutely necessary in order to solve the problem caused by the inability of our secondary schools to equip their graduates properly to meet realities of life; that economically and biologically we cannot expect our youth to continue in school for untold numbers of years, unless we are able to guarantee a reasonable chance of success in a chosen vocation; that we should be able to accomplish this end through the junior colleges; that the courses should be so arranged that we insure the purposes of the junior college movement, thereby gaining the favor of students, parents, employers, and the public.

S. H. RAYMOND, *Member, Board of Trustees, Cazenovia, New York*

The junior college offers to the persons of limited means an opportunity to obtain certain courses in preparation for occupations and social citizenship that would be denied them otherwise.

E. F. WATSON, *Chairman, Board of Trustees, Mars Hill, North Carolina*

My best judgment is that the country now needs schools for vocational training and that this need will grow rapidly.

ROSS M. STUNTZ, *President, Board of Education, Bartlesville, Oklahoma*

I feel strongly that vocational education has only begun, and that it is here to stay; and my feeling is equally strong that its adoption and growth must not be allowed to bring about losses in educational systems and facilities gained through years of cumulative effort and struggle. I am sure that the best results will be obtained by building soundly—fitting vocational courses solidly into each school system.

EARL FORD, *President, School Board, Bristow, Oklahoma*

One of the chief benefits of the junior college is the opportunity for those boys and girls who are unable financially to attend college away from home. For many of these pupils terminal courses that would fit the youth for vocations would be very profitable. Of course, a great deal of guidance is necessary, especially in the last year of high school, to help the youth decide whether he should enroll in a terminal course or college preparatory work.

S. E. LEGG, *President, Board of Education, Duncan, Oklahoma*

I think more effort should be made to push vocational work without which all junior colleges and high schools are almost failures.

H. N. HERR, *Chairman, School Board, Hershey, Pennsylvania*

It gives the pupil a two-year tryout with himself to help determine his future cause. It has helped our boys and girls to get positions and has buoyed up their spirit a lot.

C. B. LAWSON, *Chairman, Citizens Committee, Pottsville, Pennsylvania*

The junior college movement is perhaps the most significant educational development in the past 100 years. It represents a natural extension of educational participation to an increasingly larger proportion of the general population. From the social and economic standpoint, its influence 100 years hence will be even greater than that of the high school "movement" which began more than a century ago.

GILBERT C. MCCLINTOCK, *Chairman, Board of Trustees, Wilkes-Barre, Pennsylvania*

I have come to the conclusion that terminal courses are most necessary and vital for success of junior colleges.

ADOLPH L. WALTNER, *Member, Board of Directors, Freeman, South Dakota*

The terminal function as applied to junior colleges, if properly developed, in my estimation will do two things: first, bring new life and interest into these institutions; second, assure a more useful and enjoyable life to those who finish these courses.

M. A. STEVENSON, *Chairman, Board of Trustees, Morristown, Tennessee*

During the past two years we have had increased interest in terminal subjects especially in the fine arts and commercial subjects.

ROSCOE CHARLTON, *President, School Board, Temple, Texas*

I feel that the junior college movement should have been started long ago.

WILLIAM OFFER, *President, Independent School District, Victoria, Texas*

In Texas we need support from the legislature. We should discard the standards set up by state board of education and set up standards that will meet the requirements of industry and business.

W. O. BENTLEY, *Member, State School Board, St. George, Utah*

The junior college is filling needs better than anything else that has come into the system during the last 25 years.

GEORGE E. FALLQUIST, *Member, School Board, Spokane, Washington*

I wish it were possible financially to include junior colleges in our public school set-up with emphasis on terminal aspects.

### Labor Union Leaders

WILLIAM GREEN, *American Federation of Labor, Washington, D.C.*

The American Federation of Labor is very much interested in the trend toward junior colleges.



Figure 60. LOCATION BY STATES OF 44 LABOR UNION LEADERS, WOMEN, AND MISCELLANEOUS LAYMEN WHO ARE QUOTED

VAN A. BITTNER, *Packinghouse Workers Organizing Committee, Chicago, Illinois*

I am wholeheartedly in accord with the general principles of the junior college movement. Socially and economically, junior colleges fill a modern need in the lives of our youth. Ideally, they should be designed to cooperate with other institutions of higher education, but the curriculum also should be such that two years within themselves will have "complete" features. Junior colleges should adjust their curricula so that they may become "terminal" institutions.

ROBERT P. DISKAN, *United Cement, Lime, and Gypsum Workers International Union, Chicago, Illinois*

From a labor standpoint there is a definite need for junior colleges which will allow high school graduates who cannot possibly afford a college education and who cannot, due to the fact that they have not either the experience or the higher education that is required in certain industries, secure employment. Therefore, there is a definite need for junior colleges and terminal education which will combine both the academic and semiprofessional courses.

M. S. WARFIELD, *Order of Sleeping Car Conductors, Kansas City, Missouri*

It seems to me that the need for such educational facilities as the junior colleges offer is self-evident. They fit youth into the pattern of our society.

JOHN J. SCULLY, *National Organization of Masters, Mates, and Pilots of America, New York City*

The junior college should be largely vocational in character. It should not attempt to cram four years work into two. It should accent master craftsmanship for men—superior business training for men and women—and preprofessional training for such occupations as nursing, aeronautical ground work and occupations which cater to the public as dietetics, hotel management, etc. Much academic and classical work should be eliminated to make way for practical "learn and do" courses.

MAX ZARITSKY, *United Hatters, Cap, and Millinery Workers, New York City*

As a labor organization we are greatly interested in the development of all institutions designed to spread higher education among

the largest number of people. We are anxious that every measure be taken to enable the younger generation to obtain a higher education and that the facilities be made available to those who are without the financial means necessary to undertake or complete a college course. Since there is no immediate prospect that the hopes we entertain in this regard will be realized, I feel that the development of an intermediate institution properly to take care of those students who cannot afford a full-length college course is highly desirable.

HAROLD J. RUTTENBERG, *Steel Workers Organizing Committee, Pittsburgh, Pennsylvania*

Generally speaking, junior colleges have tended too much to be glorified high schools, with a consequence that the students do not get out of them all that they need. There is a definite place, in my opinion, for the junior college, but I think its two-year program should be more intensified and functional; that is, the curriculum should be geared to the vocational opportunities in the community, students should be encouraged to decide before entering just what vocation they want to engage in, and they should be able to receive an intensive two-year program directed toward preparing them for the particular vocation. Even at the expense of smaller enrollment, it would seem advisable and almost necessary that the students spend part of their time working at their chosen vocation while attending the junior college.

ARNOLD S. ZANDER, *American Federation of State, County, and Municipal Employees, Madison, Wisconsin*

Junior colleges should be added and should be equipped adequately and supported at public expense to point up with terminal courses students who have completed preparatory and theoretical high school programs.

### Women

HAZEL C. CHASE, *Chairman, Junior College Board, Marysville, California*

The junior college has added materially to the cultural life of our own and neighboring communities and has proved invaluable for many who could not have enjoyed two more years of educational opportunity. The vocational and commercial departments, particularly, have enabled our young people to accept positions in our own locality, and they are filling them well and to the satisfaction of their employers.

MRS. ROY A. CORRY, *Housewife and Mother, Santa Ana, California*

I am sure more high school students would graduate if they knew that two more years would fit them for a position to earn a living without leaving home and without the expense of four years at university before going to a job.

PEARL POWER REYNOLDS, *Member, Greenfield Board of Education, Greenfield, Iowa*

Junior colleges, providing a well-rounded educational program for the development of one's physical, social, and intellectual life, have a well-deserved place in our American educational system.

HELEN MAY BACON, *Medical Secretary, Baltimore, Maryland*

The junior college is the only current solution offered for the problem faced by those who must or wish to complete their formal education in less than the four years necessary in a university and yet who wish a broader education than that offered by purely professional schools (secretarial, trade schools, etc.). Because the junior college does fill a specific need, it should be—and no doubt eventually will be—recognized for the value it does possess.

MRS. EVA W. WHITE, *President, Women's Educational and Industrial Union, Boston, Massachusetts*

Some junior colleges are scarcely ethical in the promises made to young people concerning the quality of professional or at least vocational training, since much of the vocational training is apt to be given on the basis of its appeal to the students rather than its value in securing a position. Only a few of the junior colleges succeed in giving reality of training in their vocational courses.

ANNETTE MOORE, *Vice President, Board of Education, Kansas City, Missouri*

I am of the opinion that junior colleges, as such, should be maintained for the purpose of giving the first two years of university training to students who expect to finish four years of university training. For those students desiring more education than high school but not university, there should be provided first-class vocational schools of at least two years of practical and thorough training in a well-chosen vocation. I do not want to see junior colleges terminal schools but I do want vocational schools too.

MRS. ESTHER C. BENSON, *Director, Northwestern Conservatory of Music, Miles City, Montana*

The junior college movement is one of the finest that we have in the whole country—not only for the youth, but for the older people who wish more education, and for those who did not have the opportunity to attend college in their earlier days. The terminal subjects fit the needs of the greater majority of the working youth.

MRS. P. M. BAILEY, *President, Woman's Club, Portales, New Mexico*

Junior colleges give the masses a chance at higher education because they are inexpensive and are more democratic. The junior college enables youth and adults to fill positions in their own community more efficiently and develops a better and broader citizenship and a better understanding of social problems.

MRS. JESSE FIELD, *Hobart, Oklahoma*

I am heartily in sympathy with the junior college movement. It is reaching young people who otherwise could have no collegiate training.

MRS. T. D. WELLS, *City Secretary, Paris, Texas*

The junior college fills the long-felt need for boys and girls too young to be sent away from home, for boys and girls who must have the two additional years of schooling to prepare for their life's work, and yet who must help at home while preparing; and for women, set adrift by a death or adversity, to pick up their schooling and prepare to be self-supporting. Junior colleges can be a power for good in our American life, but they need more than a football team to put them on the map.

### Miscellaneous Laymen

W. W. DYER, *Contractor, Glendora, California*

I attended junior college (1920) and I felt when out that I had learned nothing from the time I put in, at least not from the subjects I studied, which helped me in adjusting myself to make a living. The little good I got in school came from my positions as a class and school officer and resulted in my being better accustomed to handling money and buying and selling such things as we used, etc. Efforts should be put forth to teach those who wish such subjects as will be useful immediately when they are out of the two-year course.

IRWIN HAYDEN, *Foreman in Charge of Weed Control, Riverside, California*

I think the junior college should in no sense be a trade school, or a "business college." I cannot see how a junior college, with a two-year course, can offer terminal courses in any field. The first thing to do, in undertaking to solve the riddle of the junior colleges, is to kill off all "progressive educationalists," determine what comprises education, admit only those who thirst for it and will work for it, and permit the others to work.

L. W. WING, *Farmer, Salinas, California*

Most students upon graduating from an average four-year high school lack sufficient judgment, experience, and maturity to assume their proper place in our social pattern. The junior colleges, if properly organized, can fill adequately this gap in our educational system.

FRED T. ABBAY, *Hotel Manager, Susanville, California*

The junior college has a very definite place in our educational set-up if proper courses for either vocational training or higher college degrees are maintained but it should not be conducted as a glorified high school.

GLEN KIRKPATRICK, *Mortician, Lamar, Colorado*

Additional advantages for students to have the opportunity to obtain vocational training are needed very much by the young people today and the junior college is the place for this training as here it can be made available at the least possible expense to the student. Education in the senior college, today, is costing too much money.

EDWARD F. LACEY, *Executive Secretary, National Industrial Traffic League, Washington, D.C.*

Junior colleges occupy a unique position for the reason that in the majority of cases they offer a well-rounded course which is of infinitely greater value to the student who is not in a position to carry on his education in schools of higher education, but gives him a more or less finished education which better suits his particular needs. In other words, a student completing a junior college course is in a much better position to make his way in the world than if he had completed merely a two-year course in the average college or university.



A. H. WARD, *Poultryman, Independence, Iowa*

There is a fine place open for junior college activity. The biggest opportunity of the junior college may be that of helping youngsters find the working field to which they are best suited.

HARRY E. TURNER, *District Engineer, Iowa Southern Utilities Company, Washington, Iowa*

I do not consider the junior college the terminal point for the student. I would rather say that it is the tempering of the education that is to follow and that there should be every possible chance for all boys and girls who graduate from high school to go through junior college and then through a university or college until they have attained a degree that will give them a chance in the world.

ROY A. NOLL, *Funeral Director, Highland, Kansas*

It is my honest conviction that the great majority of junior colleges are missing their greatest opportunity of being of greater service to their communities by giving college and university preparatory courses to the exclusion of preparing their students for a definite place in the community. There is no reason why the junior college should not give us better farmers, carpenters, bricklayers, mechanics in general, and a great variety of trained individuals for the various places in our community life.

E. C. GIBSON, *Hotel Proprietor, Monroe, Louisiana*

The junior college movement is justified primarily by its terminal function. I believe that the junior college fails somewhat in its obligations when it undertakes solely the preparatory work for admission to four-year colleges.

RALPH M. SOMMERVILLE, *General Secretary, YMCA, Portland, Maine*

The junior college is a natural evolutionary phenomenon. It will more and more provide the only terminal educational courses available to young people.

ERNEST C. HASTINGS, *Writer, Port Deposit, Maryland*

There are many young people who because of mental or financial limitations should not undertake a four-year university or college education. However, they do need a broadening of their personal and social horizons to be good citizens. Then there is another great group

of young people who expect to go into some type of business activity. They need an opportunity to study such activities as salesmanship, economics, banking, advertising, merchandising, etc. These courses certainly should be available in a junior college. Satisfactory work in these studies should give to young men or women some qualifications to offer to a prospective employer, which assuredly is usually not true of the average high school graduate.

J. F. McROBERTS, *Personnel Director, Detroit, Michigan*

My experience in the personnel field has proven definitely that the average high school graduate is not equipped to go to work. Generally speaking, the boy and the girl who have just finished high school do not know the field of work or the profession they wish to enter.

GEORGE C. DANIELS, *Mechanical Engineer, Jackson, Michigan*

If the junior college is made a terminal school, the curriculum should be changed drastically. The present tendency in higher education—outside of the professions—is to make a good many dissatisfied citizens, people who feel themselves above ordinary work and yet who cannot earn their living. A useful terminal education in junior college reached at 20 to 21 is not too long for the successful pursuit of a trade. Our apprentice system is entirely inadequate in this country and it appears as though it will have to be taken over by the schools.

W. J. SOSHEA, *Freight Agent, Northern Pacific-Soo Railways, Iron-ton, Minnesota*

A community such as ours needs primarily for the students just graduated from high school a vocational school of say two-year courses to fit them for a job. Our children can't all be doctors, lawyers, and engineers.

H. A. JOHNSON, *Assistant Manager, Mayo Clinic, Rochester, Minnesota*

For 21 years I have had charge of nonprofessional employees (1,000) at the Mayo Clinic. The local college has supplied us with many fine medically trained secretaries (two-year course). Various other types of training might well be added to the exclusion of so much preparing for college inasmuch as half of the students do not enter higher institutions of learning.

E. H. NEUHART, *County Highway Engineer, Bolivar, Missouri*

On account of the extra time and expense of a senior college many students quit school at the end of high school who would or could go on and finish a two-year terminal course if such course can be made efficient and practical.

W. T. ZIMMERMAN, *Theater Owner, Warrenton, Missouri*

I think there exists a broad field of practical education for junior colleges. Teach some practical trades with some liberal arts education required: Too many "white-collar" graduates are now turned out. Teach some to work with their hands!

J. K. MCNEAL, *Head Clerk, Pennsylvania Railroad Company, Office of Works Manager, Altoona, Pennsylvania*

Terminal education is the main obligation of the junior college, otherwise it is only half a college.

M. J. HAWES, *Accountant, Cresson, Pennsylvania*

I see daily outstanding boys and girls who are financially unable to secure higher education. I feel that the junior college movement will best serve this type of student.

W. A. ROUNSLEY, *YMCA Secretary, Dubois, Pennsylvania*

The vast army of young people beyond high school age who cannot secure employment certainly present plenty of problems. It seems to me that the junior college movement, assuming its most important function to be terminal, can do much to help these young people solve some of their problems.

H. SIM KELLY, *President, Kiwanis Club, Amarillo, Texas*

If the terminal function of junior colleges is emphasized and developed, I believe they will be of incalculable importance in reducing unemployment, helping production, and maintaining American standards of living.

A. L. CRAMER, *President, Engelmann Gardens Association, Edinburg, Texas*

If more terminal courses could be established and offered at little cost, many students who now do not receive any education beyond high school would be able to take advantage of these terminal courses. But preparatory courses should continue to receive consideration.

S. W. PATRICK, *Pharmacist, Edinburg, Texas*

I think this movement should be encouraged as much as possible. For the average student leaving high school, two years of junior college work (especially if the terminal function is stressed) are of far more importance than two years of university work, and in many cases of more importance than four years. I think this junior college movement is of tremendous importance in our educational program.

J. C. HATHAWAY, *Farmer, Paris, Texas*

A small percentage of the graduates of junior colleges attend higher institutions of learning. In a well-equipped junior college the youngsters are fairly well prepared for life after having finished a junior college course. When we think of the thousands who take advantage of the two years offered by junior colleges and who cannot proceed further with their education, then it is that we must realize the importance of the terminal function of junior colleges.

HENRY F. HEIN, *Pharmacist, San Antonio, Texas*

The general economic situation of our country and the inability of the average high school graduate to be employed gainfully make it almost mandatory that high school graduates be given the opportunity to increase in knowledge, and if tuition is kept within reasonable fees, a majority of our young people eventually will take advantage of the facilities of our junior colleges, become better citizens, and be better equipped and prepared to solve our problems—and yet not be all of the white-collar type.

## Chapter VII

# PRINCIPLES UNDERLYING CURRICULAR REVISION AT THE JUNIOR COLLEGE LEVEL

NICHOLAS RICCIARDI\* AND JOHN W. HARBESON†

AT THE 1938 MEETING of the Conference of Superintendents of California, a group interested in junior colleges assembled to discuss the steps that profitably might be taken to study developments which have occurred and to make recommendations concerning desirable future developments in California junior colleges. As a result of this discussion, and at the request of the group, State Superintendent Walter F. Dexter appointed a State Committee on Junior Colleges. At the early meetings of this committee decisions were reached concerning the special problems which should be investigated and the general plan of attack which should be followed. Subcommittees were appointed to study and report upon various problems.<sup>1</sup> The authors of this chapter were made a subcommittee with the duty of formulating a statement of general philosophy or basic principles which underlie curricular revision at the junior college level.

### Method of Formulating Report

Before proceeding to the examination, evaluation, and revision of the curriculum of the junior college it is necessary to ascertain the basic educational principles which should serve as guides in determining curricular content and organization. Accordingly, the subcommittee drew up a set of educational principles which in its thinking constituted the basic philosophy of curricular reorganization. This body of principles was presented at a conference of representatives of the participating junior colleges, and after a two-day discussion referred back to the committee for revision and resubmission to the various

\* PRESIDENT, San Bernardino Valley Junior College, San Bernardino, California.

† PRINCIPAL, Pasadena Junior College, Pasadena, California.

<sup>1</sup> For an outline of plans for the California study see "California State Junior College Survey," *Junior College Journal* (May 1940), 10:591-601; for reports of the subcommittee on Student Personnel see *California Journal of Secondary Education* (October 1940), 15:329-51; for reports of the subcommittee on Curriculum Developments see *California Journal of Secondary Education* (March 1941), 16:136-66.

colleges by correspondence. Each college examined the revised statement and mailed it back to the committee with any further suggestions it had for improvement. The basic educational principles as set forth on the following pages represent, therefore, not the thinking of any one person or of the committee, but rather the group thinking of the representatives from all of the participating junior colleges.

With the final revised statement all the colleges, with a single exception, expressed themselves as being in complete agreement. Several suggestions were made, however, to the effect that the statement as submitted should be amplified somewhat to include a commitment to our democratic philosophy. In compliance with these suggestions, which the committee feels will be acceptable to all, the statement appearing below has been amplified somewhat to include a commitment to our democratic form of society.

### Democratic Form of Society

#### 1. *The junior college is committed to the democratic way of life.*

The United States is one of a few major nations today in which there remains even the semblance of democracy. The vast majority of the great powers have surrendered themselves abjectly to the arbitrary domination of ruthless dictators.

Now our faith in democracy does not rest on a blind confidence in tradition. We believe in democracy not because it has been practiced in America for 300 years but because it offers the best possible conditions for the growth and development of the individual man and his maximum service to society. These are the chief ends of any government, and if some form of government conceivably could be set up which would achieve these ends better than democracy, we should all favor its adoption in America. But from the very nature of things, a democracy is the only possible form of government in which these ends can be achieved. The science of psychology has established completely the fact that man can accomplish the highest development of his personality only through sharing with his fellows responsibility for the decisions and activities of his group, and that he cannot render to society the maximum service that is in him without freedom of action. These conditions constitute the very essence of democracy. Our devotion to democracy, therefore, rests on sound philosophical and psychological grounds.

The peoples of the dictator countries are as freedom loving as we, and in the recesses of their hearts there can be no doubt that they

secretly crave the freedom of America. Modern America must show itself worthy of this priceless gift of democracy which has been bequeathed to us by the heroic sacrifices of a glorious ancestry and which cannot be proclaimed as the proud boast of our own achievement. The junior college must kindle within the minds of its students such an appreciation for democracy that it will be the last of our proud possessions to be abandoned. It should turn its campuses into democratic self-governing communities in order that a new generation may be trained which actually can make democracy work.

2. *The junior college recognizes the individual man as the highest value of the world and the universe.*

In the social philosophy of America the individual is the great reality. When we attempt to analyze society it disappears. All we find is a group of individuals. Society is both unthinking and unfeeling. If any thinking is brought to bear upon the problems of the world it is not going to be done by a vague and elusive entity known as society; it is going to be done by individuals. Any humane feelings and sentiments directed toward the sufferings of man will not come from society; they will rise in the hearts of individual men. When individual men organize for the accomplishment of common goals we call it society and such organizations are necessary. But organized society has no other purpose than to vouchsafe to the individual man his maximum personal development and free his personal initiative for the service he craves to render. In fact, no form of government can be justified which denies over a long period of time the maximum personal development to the humblest of its citizens, regardless of race, creed, or walk in life. It is for this reason that democracy is the only safe government because no restrictions are imposed upon the individual which are not imposed by himself.

Now this capacity for development of the human personality is the one significant thing which separates man from the rest of the animal kingdom. This growth and development of the individual, therefore, cannot be sacrificed for the achievement of *any* goal, and respect for the personality of the individual is all there is in the concept of courtesy.

In the social philosophy of America the individual man is still recognized as the greatest of all values, and the growth of man is the most, and almost the only, worth-while thing in life. Here in America every man has his chance. Racial, economic, religious and social status present no unsurmountable barriers. This is the sublime

social idealism of America, and slowly but surely it is being realized in practice. The junior college is an uncompromising project of this new day.

3. *The junior college is committed to the policy of granting to the individual the maximum amount of freedom, personal initiative, and adventure consistent with equal opportunities on the part of his fellows.*

The soul of individual freedom is the spirit of adventure. Man is so constituted that he cannot get along without self-initiated and self-directed adventure. In the dictator countries, however, where a man must take his orders without either question or understanding, and where he even endangers his life by the exercise of his own initiative, the light of adventure has gone out. The adventurous life is the only life worth living and we must take care in America not to be deprived of this indispensable characteristic of the free life.

It is the proud boast of the dictator countries that every man is given security; that he is certain of a job and that the affairs of his private as well as his public life are being directed by the dictator in the interests of his greatest security. He is told what organizations he may join, what he may believe in religion and how he may worship, what he may write and what he may speak; in short, all of his significant decisions are made for him by government authorities and there can be no self-initiative and consequently no adventurous living in the lands of the dictators.

Security is a great concept and nothing in the following paragraphs should be construed as arguing against it. There always must be security against the inevitable catastrophies of life. But the social order should be such that security may be self-acquired. In a true sense no *individual*, not even a dictator, actually can *give* security to anyone but a slave. The actual giving of security constitutes almost a complete negation of freedom and contains the essentials of any accurate definition of slavery. The slave never has to worry about a job or even food and shelter. All of these are assured him by his master. But security for *free men* has to be self-acquired and no other type of security can be satisfying to a self-respecting individual. In a free country there is always a chance to fail and there is also the chance to succeed, and in this very fact lies the glory of life. There is no thrill in life so great as to win when one might have failed. In fact, there can be no sense of victory where there has been no possibility of defeat. This is the spirit of adventure and life is not worth living



without it. In fact, life would be unbearable in a world of absolute security conferred from without. While man must be protected against the inevitable and devastating dangers and hazards of life and the inescapable helplessness of old age he is not half as much interested in security as in adventure—nor should he be.

4. *The junior college is committed to the task of providing a broad general education for all the children of all the people which will provide a satisfactory orientation or creative adaptability in the major areas of human need, and for that large body of students for whom the junior college will provide the last formal education, in addition, a vocational education adequate to provide a ready and effective entrance into the world of business and industry.*

A statement of fundamental principles in education is helpful to the degree to which it serves as a guide in directing action toward the realization of social usefulness and individual competency. As a participant in a specific occupation, as a citizen, and as a homemaker, every individual should be interested in three major areas of activities. In planning a suitable program of education, these three major areas should be given basic consideration.

In the first area are included the activities of a person as a worker. The second area comprises the activities of a person as a citizen, and the third area embraces the activities of a person as a homemaker. The part dealing with gainful employment may be designated as specialized education; the segment which deals with citizenship and home membership is general education.

It should be evident, therefore, to any open-minded person that there is no conflict in a complete program of education between vocational education and general education, since both are needed for the all-round growth and development of the individual. It is meaningless to say that vocational education is practical and that general education is impractical; that one is in conflict with the other. Each has fundamental values; each is needed to develop patterns of human behavior which are essential to the efficient discharge of duties and responsibilities in the different major areas of human activities.

Men and women in different walks of life are successful to the degree to which they understand the daily problems that affect their well-being and know how to interpret them. A successful life, then, is determined in very large measure by the ability to understand and to interpret one's environment in terms of the ideals of one's society. Such ability is designated usually as social understanding.

Approximately 75 per cent of successful persons attribute their satisfactory achievements to social understanding.

Frequently, we are agreed on what to do. For instance, we are agreed that we should keep out of war. But how? The answer to that question requires not more skill or more technical knowledge, but more social understanding. Skill and technical knowledge alone will not enable us to answer many of the questions that must be answered, if we are to improve human relationships. Responsibility and privileges call for what is termed an enlightened selfishness. There are many persons who have skill and technical knowledge, yet fail because they have not sufficient social understanding to deal with their problems intelligently.

To think unselfishly is difficult for any person. Selfishness is an undesirable quality, but how to get rid of it presents a difficult problem. There is need for enlightened selfishness. Human nature cannot be changed easily. Nevertheless, human behavior can be modified. One way is through enlightened selfishness. In his Farewell Address, George Washington said: "In proportion as the structure of government gives force to public opinion, it is essential that public opinion shall be enlightened." This is another way of saying that education suited to the interests and capacities of an individual should be the concern of a democratic form of government. In a democracy, we enjoy privileges, but we should realize that the preservation of those privileges rests on an enlightened selfishness. Problems and conflicts, particularly in a democracy, should not be solved with bullets, but with ballots. One cannot shoot an idea and kill it. Conflicts can be solved with ballots, provided the ballots are cast with enlightened selfishness. Hence, the need for enlightened selfishness in a democratic society. And the kind of enlightenment the people get depends, of course, on the philosophy underlying the program of education.

Education must be based on facts which are secured through research. Research is disclosing that, in the last analysis, all of the benefits of a democracy rest fundamentally on moral integrity. Intellectual achievement alone is not sufficient. In the major areas to which we have referred, moral integrity stands out as a basic need.

### Major Areas of Human Need

It is recognized universally that the function of general education is to administer to the common needs of man in the major areas.

Many classifications have been made by writers in the field of curriculum construction of the major areas of human need. One writer classifies the common needs of man as follows:<sup>2</sup> (a) individual; (b) socio-civic; (c) home life; (d) vocational. Another writer, working independently, has produced virtually the same classification with the single exception of listing "physical and mental health" as a separate category. A more recent classification states that "popular education at the secondary school level is defined and described as that education which seeks to increase the competence, namely, ability and willingness, of the groups of youth" along the following lines: (a) to carry socio-civic responsibilities; (b) to carry socio-economic responsibilities; (c) to maintain and improve mental and physical health; (d) to engage in recreational activities.<sup>3</sup> Many other classifications have been made of the major areas of human need, but these will serve as illustrative examples and also will provide for us a general overview of the thinking of educators along this line. The similarity of these classifications is readily apparent.

While not wishing to apply uncritically in the California situation the thinking of educators in other sections of the United States, it may be pointed out conservatively that the basic needs of men are almost universally the same and are not conditioned by racial, geographic or national boundary lines.

In the light of the discussion at the Los Angeles conference, therefore, as well as the judgments of leading educators, in the field, the committee presents the following analysis of the major areas of human need, the satisfaction of which constitutes the primary function of general education.

*Personal.* Under this heading should be listed those needs which concern man as an individual, as, for example, the development of a worthy life-philosophy which should constitute a working guide to personal living, involving the capacity and the desire to discriminate in values, and a determination on the part of the individual to appropriate to himself the good, the beautiful and the true in the world about him to the end that in the course of his lifetime he may experience the most complete and consummate development possible of his individual personality; the development of high ethical stand-

<sup>2</sup> Ivor Spafford, "Problems and Progress in Curriculum Planning," *Report on Problems and Progress of the General College, University of Minnesota*, p. 262. Prepared by the Staff of the General College, Minneapolis, Minnesota, University of Minnesota, 1939 (mimeographed).

<sup>3</sup> Will French, "Popular Education at the Secondary-School Level," *Bulletin of the National Association of Secondary-School Principals* (February 1940), 24:54.

ards; the framing of a guiding idealism; the development of capacities which serve the individual, such as the cultivation of wholesome and worthy recreational activities; the development of appreciation, as of art, music and the esthetic contributions of the race; the development of aspirations, such as good will and the capacity to form and cultivate friendships, and many other objectives too numerous to name but which have the common characteristic of applying to the individual as such rather than to society as a whole.

*Physical and mental health.* Under this category should be included those needs which contribute to the development and maintenance of sound, healthy bodies and a wholesome mental outlook. This would involve the development within the individual of regular habits of rest, sleep, exercise, moderation and cleanliness; adequate knowledge and practice regarding diet; the effects of poisons and excessive stimulants; and the development of a balanced and integrated personality actuated by well-conceived and worthy life-objectives.

*Socio-civic.* This category includes those needs for a cooperation of the individual with his fellows and for sharing with them the responsibilities and privileges of a democratic society to the end that he may be surrounded by the social conditions which contribute most effectively to the maximum development of his personality and the society of which he is a part.

*Home life.* Within the area of home life fall those needs pertaining to the harmonious functioning of the family as a biological and social unit and the individual's relation thereto.

*Vocational.* The vocational area embraces those needs which pertain to the selection of an appropriate life work on the part of the individual, by which he will earn a living for himself and his family, and an adequate training for effective service within this field.

It is the opinion of the subcommittee that there rests upon the public school system the obligation of adjusting all the children of the entire population for an effective present and future functioning in each of these major fields, and that a reasonable orientation or adaptation within these major areas of human need constitutes a reasonable and practical concept of general education. The subcommittee recognizes that the situation existing in each of these major areas is never static but continuously changing, and a general education, therefore, must constitute the development within the youth of the country of a

capacity for a continuous orientation or adjustment to a constantly changing environment. It further believes that with the exception of those individuals who select as their life work one of the so-called higher professions, preparation for which must be secured in one of the professional schools of the university, the program of general education, providing for an adequate orientation and competence for a continuous adaptation to the ever-changing needs within the major areas outlined above, can be accomplished, with a proper organization of curriculum, by the conclusion of the fourteenth year or the junior college period.

General education therefore, does not embody any specific group of subjects or body of subject matter which should be required on the part of all individuals. It may and probably will vary in content from individual to individual, but it will assure for all a reasonable orientation as well as competence and creative adaptability in the major areas of human need.

It follows further from the above hypotheses that there can be no hard and fast boundary line separating general and vocational education. Vocational education constitutes but a part of everyone's complete or general education.

It may be conceded, however, that an analysis of the curriculum at the junior college level will be facilitated by a treatment under the two major headings of *general* and *vocational* education. While vocational education constitutes but a part of general education, within the junior college it occupies a position of such prominence and significance as to justify separate treatment.

### **Need for a Guiding Philosophy of General Education**

The services of the junior college should not be determined by the 6-4-4 or the 6-3-3-2 organization, or any other structural organization of the public school system, but by a philosophy of junior college education adapted to the needs and demands of the individual in contemporary life.

Evidence of the need for and the very practical value of a philosophy of junior college education is found in the frequent references of educators and of laymen which are to the effect that the junior college is not yet adjusted to modern American life. The uncertainty regarding the determination of a guiding philosophy should not be interpreted as a criticism of the achievements of the junior college, but rather as evidence of the perplexities and the problems growing

out of the too rapid democratization of this dynamic unit of the public school system, and of the new needs, the new responsibilities and the new duties developed by our industrialized and rapidly changing civilization.

The formulation of a philosophy of junior college education should be guided by a careful consideration of the following principles:

*Primary aims of the junior college.* The primary aims of the junior college are three: (a) to train the student adequately to adjust to the needs of an ever-changing environment through a program of general education;<sup>4</sup> (b) to provide the academic prerequisites for specialization or professional study for such students as are preparing to transfer to the university; (c) to provide a program of terminal or non-university education which will prepare for effective functioning in the world of business and industry on the part of such students as do not contemplate a transfer to the university.

*Particularization of aims of offerings.* The aims of each offering should be particularized in terms of what the offering is expected to contribute toward the growth and development of each student.

*Major values of offerings.* The major criterion for measuring the value of the offerings is *the extent to which they contribute to the effective present and future adaptation of the student in the major areas of human need.* It is doubtful whether courses which make no contribution to this end have any place in the curriculum of the junior college.

*The whole individual and the realities of life.* The growth and development of the whole individual should guide the junior college curriculum maker. The content of each curriculum should be conveyed through student experiences which relate to his actual life problems. A curriculum which touches the daily life and actual problems of the student cannot be devoid of interest.

*Purposeful activity.* Each curriculum should arouse the individual to purposeful activity designed to aid the learner to adapt and to adjust himself to his environment, to interpret it, and to act in it with satisfaction to himself and benefit to society. It should sensitize the student to the needs of his environment and endow him with the

<sup>4</sup> Ivol Spafford, "Problems and Progress in Curriculum Planning," *Report on Problems and Progress of the General College, University of Minnesota*, p. 262. Prepared by the Staff of the General College, Minneapolis, Minnesota, University of Minnesota, 1939 (mimeographed).

will to direct and modify it. Activity which is impelled by student-interest rather than by teacher-authority produces the best results, although it will be conceded readily that activity which grows out of the joint participation of both teacher and student is the most natural, as well as probably the most productive, of desirable educational outcomes.

*Differentiation.* The junior college offerings should make adequate provision for all types of students.

*The problem method.* Worth-while learning activities will grow out of real and not out of artificial problems. The problems of the classroom, therefore, should be the problems of the actual life of the student.

*Standards.* A standard establishes a minimum requirement. Standards which establish minima should not be of such character as to restrict good practice or retard wholesome development. Standards which result in institutional conformity at the expense of student growth and development are not desirable. A standard may have more than one purpose. It should serve to prevent abuses and to point the way toward ideals. A sound and acceptable philosophy of education should serve always as a guide in interpreting standards.

### Conclusion

The junior college then is an educational institution which, through its various curricula and program of extra-curricular activities, is committed to the preservation and improvement of democratic society; to a recognition of the supreme worth of the individual; to the preservation and promotion of the maximum amount of individual freedom and initiative consistent with the welfare of all; to providing for all the youth of America a modicum of general education which will enable them to feel at home in the world, to the preparation of university preparatory students for specialization, research or professional study; and to the qualification of the non-university preparatory student for a ready and effective entrance into the world of business and industry.

## Chapter VIII

# PHILOSOPHY OF SEMIPROFESSIONAL EDUCATION

WILLIAM HENRY SNYDER\*

THE FUNDAMENTAL AIM OF EDUCATION should be to enable young men and women to make good in life. Capacities differ, but it is possible for every man to make good according to his ability. He must be prepared to earn a self-respecting livelihood, and to live as full a life, both mentally and spiritually, as his capacity will permit. Different individuals need different kinds of training in order to make good. Certain types, under too long training, become indifferent and lose their zest for productive activity. Others desire to acquire all possible training which they think will be of assistance in obtaining the goal they have set for themselves.

*Reasons for development of semiprofessional philosophy.* An examination of the curricula of American public schools from the kindergarten to the end of the high school will show that, by and large, these schools are designed primarily for the average boy and girl. A few efforts have been made to provide for the particularly brilliant student and for those of less than average ability by having fast and slow groups, but these groups have not been general nor have they been entirely successful. At the end of the high school, however, this policy is completely changed. Before the advent of semiprofessional education, two types of schools were provided: the university for the particularly brilliant and academically minded people, and, in some cases, vocational schools for those whose abilities lie in the trades. The average boys and girls were left largely to shift for themselves. A few of these were encouraged to do postgraduate work and thus secure entrance to the university, where some of them struggled through and others fell by the way. The great majority of the non-academically minded young people, however, were left without any assistance. These will become the economic workers of the country, and they need assistance in adjusting themselves to modern social and industrial conditions. It is somewhat hard to understand why our

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school system should so suddenly reverse itself and leave the major part of the high school graduates without benefit of further public education.

In an article for the *Rotary Magazine*, Doctor Spencer, president of the University of Washington, says that in one year 300,000 American young men and women will enter the universities and colleges of the country, that out of this 300,000 not 100,000 will graduate, that 150,000 will fall by the way because they are not adjusted to college work, and that 50,000 will give it up because of other considerations. Other observers supply similar statistics. If this be true, then half the men and women who enter college are not adjusted to college work. Since more than half the students who enter college are unadjusted, it seems evident that American higher education is caring not for the majority of its high school graduates but only for the minority.

It is also true that those who drop out of college after a year or two in attendance have not been benefited as they should by their college work. Most of the courses in the lower division are foundation courses for the upper-division work, and these people never attain upper-division standing. Although the university has attempted again and again to provide for these people, yet being built on a four-year scheme, it must either give them weak and uninspiring curricula spread over four years or else stuff these curricula with irrelevant material which is of trifling value or little interest. Thus the students are led to acquire either poor work habits or, because of the indigestibility of the intellectual food, mental indigestion, i.e. intellectual stagnation.

Many also are made to feel that because they are not academically minded they are inferior to the rest of their associates. They thus acquire inferiority feelings, which militate against their future success. Others assume that because they have been able to go to college, although they did not make the grade, they belong to a higher social class than ordinary people, and that they must attempt only white-collar jobs and eschew manual labor the rest of their lives in order to maintain their position. This mistaken superiority feeling keeps many of them from attaining their highest efficiency. Neither of these outcomes helps the student make good in life.

It is evident that the complexity of commercial, industrial, and social relationships has grown greatly in recent years. The high school has neither the time nor the facilities to meet these growing com-

plexities. It is the recognition of this which has caused so many young men and women to try to go to college. They realize that they are unadjusted to social and economic conditions when they are graduated from high school and they hope by going to college to make this adjustment. The maladjustment of high school graduates makes for social unrest, both in regard to themselves and also in regard to their parents. This unrest appears to be one of the prime factors in breaking down the respect for law.

*Contribution of technical schools.* Practically the only efforts which have been made to take care of this middle group of high school graduates have been undertaken by the private business colleges and technical institutes. These are costly and the courses offered are often intensely narrow. They prepare people for certain definite vocations but do not give them a general view of the vocational field or of social and economic relations. This narrowness is necessary because few high school students can afford to pay for more than one year in these private institutions. The history of adult education shows that most industrial workers crave a knowledge of cultural subjects and have a great desire to get away from the narrow fields of their occupations into broader cultural relations. They desire to have something more than vocational skill. They understand the truth that "man cannot live by bread alone." Because of the narrowness of their training, it is exceedingly difficult for many of them to adjust themselves to any industrial reorganization which may become necessary. They have no vision of human endeavor, and because they can see only the limited horizon that is theirs, they are very likely to become dissatisfied and discouraged. A great prophet said, "Where there is no vision the people perish." Youths realize the truth of this utterance and know that to be happy it is necessary not only to have skill by which a living can be made, but also to have an outlook on life. The business colleges and technical institutes are not filling this need.

*Role of the American college.* The American college, in my judgment, is the greatest contribution which this country has given to education. It is a unique and distinctly American institution and its influence upon the life and development of our country is outstanding. In our college halls have been gathered together, for four-year periods, the most ambitious and aspiring young people we have produced. There they have been thrown into mutual social contacts and placed, theoretically at least, under the guidance of the best minds the country

could furnish. They have been introduced to the thoughts of the greatest men of antiquity and of the present era. Science, history, philosophy, and the cultures of all time have been brought to their attention. The aroma of all the ages has been theirs to breathe. Many of them have not grasped their opportunities but all of them have been impressed more or less by the growth and worthiness of human knowledge. They have come under the influence of a rich heritage and by far the larger part of them has been benefited by this environment.

So great has been America's belief in the value of her colleges that she has made it possible for almost every young man and woman, who has the ability and the time to profit by their opportunities, to have the chance to do so. No other nation ever has done so much for its youth, and, as a whole, no matter what the pessimist may say, no body of youth has ever responded more nobly to the challenge of their forebears.

The main function of the academic college during all time has been to give, through history, science, literature, and similar subjects, an outlook on the historical and intellectual achievements of humanity. This vision has been an inspiration to those who have left the college halls. It has broadened their lives, made living more worth while, and inspired them to strive to achieve something of value. The schools of technology have developed a technical acumen which has given to those mentally equipped for this kind of work a grasp on engineering problems which has been both inspiring and financially rewarding. These institutions admirably meet the needs of those for whom they were designed, but they were designed for the upper 25 per cent and not for the middle 50 per cent of high school graduates.

*Adapting semiprofessional philosophy.* The nonprofessionally minded high school graduates do not need four years to adjust themselves to the social and economic conditions with which they will come in contact. An institution is needed which will prepare broadly young men and women to appreciate our intellectual heritage and to adjust themselves successfully to specific employments—an institution that will give them both vision and skill. As has been pointed out, the liberal arts schools long have attempted to give them vision and the vocational schools skill, but they have not realized that the growing complexity of modern life and the ever increasing number of employments that require scientific and economic training, combined with intellectual and manual adroitness, make their one-sided

training of little value to the majority of students attending them.

The junior college, being an independent terminal unit unhampered by educational traditions, can undertake the problem of giving its students both this vision of life and a skill to produce. If it is fashioned wisely, it will have a distinct contribution to make to our educational line-up. It will be neither a basement to the university nor a cupola to the high school, neither a vocational school nor an academic academy.

Statistics show that comparatively few succeed in life by the practice of one definite skill only; most of us have been obliged to readjust ourselves two or three times. A perusal of *Who's Who in America* shows this rather conclusively. The problem of the junior college, therefore, is much broader than the simple preparation for a definite vocation. It must embrace many of the functions of the four-year liberal arts college, and add to these the acquiring of a tentatively usable skill. Semiprofessional students need skill in order that they may make a living, but they need sufficient knowledge of the history of the world and the intellectual achievements of mankind to give them the power of orientating themselves to life. Neither of these undertakings can be given intensively in the time allotted to junior college, but each can be presented with sufficient scope to enable students to earn a living and to adjust themselves to the progress of the world. Young men and women desire to be brought into contact with the aspirations and intellectual achievements of their ancestors. They are thrilled by coming in touch with the physical and intellectual conditions of the world about them. This kind of knowledge is necessary if they are to be inspired to live up to their best.

Many of the terminal courses which thus far have been established in the junior colleges have failed to hold their students because they have presented only the utilitarian side of life, and have not inspired the students by including also the cultural and humanitarian side. Furthermore, there is a large class of young men and women who have no particular predilection toward any kind of gainful employment, and yet who are not satisfied with the education which they have obtained in the high schools. The junior college ought to be able to provide a liberal arts curriculum for such people, which in an abbreviated way would cover the field now covered by the four-year academic colleges. There would need to be a more careful selection of material and a more definitely organized sequence of subjects.

These vision or academic courses should be general, not founda-

tional; inspirational, not critical; and, as far as possible, each of them should give a bird's-eye view of the field which it attempts to cover. The lack of time for intensive study is not an unalloyed evil, for exploratory courses, if rightly conceived, may open to the student interesting glimpses of fields which he would like to explore in future investigations. These intellectual glimpses may cause the students, after leaving college, to spend some of their leisure time in intellectual activities, than which no greater intellectual bonanza is conceivable. The junior college, like all other educational institutions, must face the problem of inspiring its students to spend their leisure time constructively.

The skill courses must give salable skill; they must be intensive and adjusted to the industrial life of the community or to those particular fields in which the youth of the community will find their greatest industrial openings. They must be practical, not theoretical. They must be accurate and comprehensive, adjusted to actual conditions, and motivated by an expectancy of industrial achievement and success. The student, when graduated, should be able to do something and do it in a worth-while way.

There are a considerable number of professional fields which for their highest realization require very extended training, but for the majority of those employed in these fields no such extended training is necessary. Spahr has shown that there are many more positions requiring technically trained semiprofessional engineers than the superiorly trained graduates of the four-year and five-year engineering schools. He also has shown that the remuneration received for at least the first 15 years by these semiprofessionally trained workers is equal to that of the superiorly trained. The junior college faces the problem of determining what should comprise this semiprofessional training of the engineers. It probably must be less mathematical and more practical than the training now given in our schools of technology. These curricula, however, cannot be simply the abridged curricula of the higher institutions. The courses must be so selected and so arranged as to cover the problems which will be presented to the working engineer, and to cover them broadly and definitely enough so that he will have confidence in his own judgment. The development of successful curricula of this kind will require the helpful assistance of engineers working on many different kinds of jobs, and a judicious arrangement of subject material by men understanding the educational side of the problem.

Practical considerations prevent us from giving students a permanently satisfying vision or a perfected skill. If they are to make good in life, it is necessary for them to expect to expand the one and to perfect or modify the other. Many of them, we realize, will not desire to continue permanently in the line of work in which they started; they need, however, to have something that they can do definitely to enable them to obtain a start, and a start is about all any educational institution can hope to give.

*Bases for development of semiprofessional curricula.* The problems of constructing the best kinds of courses for the junior college are tremendously great. The fields that should be provided for must be evaluated carefully. There must be actual investigation—not theorization. The courses must be definite, but not meager. They must explore the caves of knowledge, not the ratholes. The bases for the development of any curricula should be the needs of those served. This is especially applicable to the semiprofessional curricula. No hard and fast rules or previous subject matter traditions should influence their construction. Rather, should the community's aspirations and desires both in the realm of general education and concrete vocational possibilities be the determining factors.

To illustrate this philosophy, it might be well to cite the application of this principle in the building of the educational program of Los Angeles City College (then Los Angeles Junior College). We decided at once that there was no use in preparing trained people for jobs that did not exist. It was necessary to learn at first hand what openings in the Los Angeles area were suitable for young men and women of the junior college level. A rapid but somewhat comprehensive survey was made to determine what openings were usually available in worth-while fields. When sufficient opportunities were found apparently to justify a preparatory curriculum, a preliminary study of the technical requirements for a successful worker was made, and a course of study embracing these requirements was developed with the cooperation of skilled employees. Whenever possible a group of leading employers was invited to the college to discuss with interested members of the faculty the proposed curriculum. These experts from the fields of work realized that the junior college could be of assistance in properly preparing applicants, and they were willing to spend their time and thought in helping to determine in what way this assistance best could be given. We had many and extended confer-

ences with leaders in each of the different fields of employment we have endeavored to investigate. These men and women knew the problems of their respective vocations and they appreciated the help of the schools. It was encouraging to find how accurately they evaluated the worthwhileness to them of certain academic studies, and how keenly they recognized the kind of training that would be of value. These discussions were very enlightening and aided greatly in developing not only the technical courses but also the subject matter of the supplementary liberal arts courses.

The members of the faculty were asked to write out what particular contribution each of the liberal arts subjects which they had taken in college had made to the enrichment and satisfaction of their lives, and to ask as many of their friends as possible to do the same. These statements were sorted and given to the different departments for tabulation. This data gave at least some indication of where the emphasis in the different courses should be laid and afforded criteria for curriculum development. Although these courses are at present far from what we hope they will become, yet we believe they are much more valuable to our students than those which were developed to be foundational for more advanced work or those fashioned simply from *a priori* reasoning.

The rapid increase in the enrollment of the college since its opening in September, 1929 until in the fifth year of its existence it reached the 4,800 mark, seems to warrant the belief that we were fulfilling an educational need thus far overlooked. During the entire history of the college about three-fourths of the students have been pursuing semi-professional courses.

The semiprofessional curricula developed during the first five years were:

architecture	engineering
art	aviation
business	civil
accounting	electrical
banking	mechanical
finance	journalism
general business	liberal arts
management	music
merchandising	nurse's curriculum
secretarial	police curriculum
cultural arts	radio and sound
dental assistants	recreational leadership
drama	

The 1940 list of semiprofessional curricula also includes:

bookkeeping	gardening, landscaping, and nurs-
clerical	ery practice
legal secretarial	home administration
English	photography

A glance at the curricula above listed will show that many of these semiprofessions, before the advent of the semiprofessional philosophy, relied upon "hit and miss" preparation. A combination of unregulated apprentice training or no training at all was the practice. The employers, for the most part, are strong in their praise for these successful attempts to substitute the best educational methods for the haphazard combination of experience previously offered. As time goes on, they will help us evaluate and perfect these efforts so that together we can offer youth the best product which educators and practitioners can fashion.

These same techniques well could be applied to a new conception of adult education. One-sided vocational courses do not satisfy many of the adults who crave more training. Some of them will desire to amplify their formal education by investigations into these realms of thought. The semiprofessional education would meet this need and enable them to adjust themselves to the complex conditions in which they are placed.

*Importance of a new vital educational unit.* It is interesting to know that even in the early part of the seventeenth century, John Amos Comenius, the great Moravian educator, realized that schools for different educational levels should be separate and have distinct aims and methods of instruction.

To be successful and able to attract and hold students, a junior college must be a vital educational unit. It must contain within itself the functions which tradition has established as belonging to the college. Otherwise, young men and women will not be satisfied with it and will not feel that it has given them what they desire. Its life, as far as possible, obviously must be college life. The attitude of the college men and women toward life, although often crude and illogical, is nevertheless a normal development of the youthful condition of mind, and most junior college men and women feel that they will profit by being exposed to the intellectual stimuli which have produced this attitude. College life is distinctive and has not come to be what it is simply by chance. It is the fulfillment of the inherent urge of young men and women of college age. Its outstanding features are



conspicuous and traditional. The junior college should, in every way it can, develop the college atmosphere, leaving out as far as possible the features which have not proved cultural and advantageous. Since the junior college is starting *de novo*, it will be able to eliminate excesses and to foster successes.

Higher education in the United States has from the beginning organized itself on a four-epoch basis—freshman, sophomore, junior, senior—and the traditions of each of these epochs have been firmly established and are integral parts of our scheme of higher education. No one feels that he has been graduated from college unless he has been through each of these epochs. These epochs vary in length from seven to 10 months, since there is no uniform or determined length to the American college year. In order to retain this epochal sequence and not to encroach upon the prerogative of the four-year college, the students of Los Angeles City College decided to call their first semester Alpha; second, Beta; third, Gamma; and fourth, Delta. This practice fosters the development of upperclass responsibility. It has given collegiate completeness to the course which it would not otherwise have had, and helped to preserve essential collegiate traditions. At the end of the two-year course "Associate in Arts" is conferred at graduation, as was done for many years at the University of Chicago upon completion of the junior college work. Graduates feel that they have not only terminated a semiprofessional curriculum but have had a chance for self-orientation and breathed the vital collegiate atmosphere.

*Applying semiprofessional education.* For over 300 years the academic four-year college has dominated the educational ideals of both parents and students. This well-entrenched tradition is hard to eradicate. The substitution of the newer conceptions of the semiprofessional philosophy is a real problem. Someway our clients at large must be shown that the traditional college was fashioned for the select few rather than the masses. They must be led to realize the advantages of this new type of semiprofessional education for the average student. Many of those people of greatest service to humanity have been non-academically minded. The highest honors and emoluments have been and are being awarded to members of each group.

Wise guides and counselors are required to accomplish this interpretation of semiprofessional education. Likewise, they are needed for educational guidance. In the traditional college, there is less need for educational counseling as there are few electives and most of

them are but variations in the general scheme. Contrastingly, the semiprofessional philosophy when rightly adopted offers a wide diversity of diet. Much of this, to be successful, must be so geared to individual abilities and interests that it will fit certain types. It loses its value if applied by "rule of thumb."

Thus, the successful application of the semiprofessional philosophy is dependent upon the development of well-rounded counselors. These should be cognizant of the occupational outlets and trends, all the available scientific prognostic techniques, and above all, should understand people.

*Importance of personnel in the success of the semiprofessional philosophy.* The effectiveness of the interpretation of semiprofessional philosophy will depend upon the personnel responsible for it. Well worked-out philosophies of education, conferences with industrial leaders, and Utopian curricula are of no avail unless the human facilities insure its success. Educational leaders need the qualities which we wish youth to emulate. Their personalities will dominate the educational environment. Junior college youth are usually more immature and prone to imitate than their university colleagues. This makes the personality factor of paramount importance.

There is no room in semiprofessional teaching for "hot house plants." Unless an instructor really has lived and had first-hand contact with life itself, he cannot understand the semiprofessional philosophy. He must have his "feet on the ground." He should have practical training and successfully have held a job in the skill he is teaching. Theoretical research should be left to the universities. Mere "doling out" of knowledge acquired from textbooks or in university notes is, in no sense of the word, semiprofessional instruction. It must be reality interpreted by those who live and think vitally. No theoretical, Utopian idealization can substitute.

Neither specialists nor pedagogical skimmers can prepare semiprofessional courses. Broad-minded, broadly learned, and clear-thinking teachers must be found—teachers who not only understand the complex life of the day but who have a general comprehension of the accumulated knowledge of the ages. Ideal semiprofessional teachers must be creative and productive in terms of real situations. They should be trail blazers who instead of following paths laid out by others, seek new ways of exploring the educational fields and chart courses which will lead to enriched and successful living.

## Chapter IX

# NEW AIMS FOR JUNIOR COLLEGES

EDWARD F. MASON\*

NOW THAT THE UNITED STATES swings into action for defense, it is doubly incumbent on the nation to see that no slightest natural resource is wasted. The nation's greatest resource is the intelligence and potential skill of its youth—a resource wasted in recent years, while 3,500,000 young people have been out of school and out of work. Their plight has been called the youth problem, which everybody talked about—and many were those who did something about it, too, in so far as they could.

That a reservoir of 3,500,000 idle youth might be the source for an army is not the point. The exploitation of youth through youth's dire necessity would scandalize the idealism of this nation. The youth problem is more fundamental. Three or four million untrained and idle youth are a liability to any country, whether in peace or at war; but three or four million trained and employed youth are a national asset. The nation never could afford to waste any asset, much as it may have done so; in time of national emergency it can least afford such extravagance.

There has been a famine in the promised land of American opportunity for the past 10 years or more. The Civilian Conservation Corps has done something to abate it; the CCC had 300,000 enrollees last year, but only a seventh of them had finished high school. The National Youth Administration aided 500,000 students last year in the schools and colleges and 415,000 youth on work projects. The American Youth Commission has promulgated a national program for youth, and the Educational Policies Commission has proposed a policy of free educational opportunity. The military forces will provide training for those who enter the service. But still the famine is not abated because this obstruction of youthful opportunity is no mere transitory thing, but an inevitable and probably permanent outgrowth of the changed mode of American living. And so, while the CCC tenure seems permanent, while the NYA program grows, and

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while the defense emergency modifies both the problem and its solution, there is a continuing search for some other Joseph who may have been raised up against this day, and educators are looking for him among the schools.

There is a fivefold reason for keeping young people longer in schools: (1) The choice is between school and idleness, for there is not enough work to go around. (2) Keeping boys and girls off the cheap labor market will help solve the unemployment problem and raise the wage level. (3) Additional schooling can and should give them skills that they cannot obtain either at home or in industry. (4) More important, even, than to give them skills, the schools can and should help adjust the lives of these boys and girls to a society increasingly complex and bewildering. (5) An informed and intelligent citizenry is imperative if democracy is to survive amidst authoritarian encroachments.

If all American youth could be kept in school through the tenth grade, and if half of them could finish high school and two years of college, they would escape the mischievous influence of idleness, their pressure on the labor market would be mitigated, they could be gaining equipment for profitable employment in the working years ahead of them, and they would become more intelligent citizens of the nation and of the world. This goal of 10 years of free education for all youth, and 14 years for half of them, was set up as a challenge to America by the Educational Policies Commission, offspring of the National Education Association and the American Association of School Administrators.

Not only educators but economists see this need. The United States cannot continue indefinitely to provide work for a steadily increasing proportion of its population, as it has done since 1880. Spurgeon Bell in his Brookings Institution book, *Productivity, Wages, and National Income*, points out that four-tenths of the population are potential workers now, as compared with three-tenths, 60 years ago. There are three chief reasons for this trend: more women now seek employment; the age level of the population has risen; unpaid home employment has declined. But the country has bogged down in the attempt to find work for so many, as everyone knows. "The remedy may lie," says Merryle Stanley Rukeyser, journalist of economics, reviewing Bell's book, "in keeping youngsters in school longer and in retiring oldsters sooner."

Whether technology aggravates the maladjustment is a debated

point. The Federal Reserve Board reported early in 1940 that American industry was producing more goods but employing 1,000,000 fewer persons than in 1929. If technological unemployment is a reality, as the Reserve Board figures suggest, so much the worse for the youth problem. There is all the more need, then, for seeking a solution.

Under the proposed policy of free education of the Educational Policies Commission, it was estimated that 3,600,000 students would be added to the 3,100,000 already enrolled in the last two years of high school and the first two years of college. The total attendance of college freshmen then would be 1,600,000, and of sophomores, 1,200,000. But whereas the new enrollment would be merely a serious problem for the high schools, it would be a revolutionary challenge to the colleges and universities. The high schools already carry more than three-fifths of the load proposed for their two years, but the colleges and universities carry only about one-fifth of the number proposed for them. New enrollment in high schools would add 1,400,000 students to the 2,500,000 already in grades 11 and 12. But new enrollment in colleges would add 2,200,000 to the 600,000 now in freshman and sophomore classes.

Unprecedented increase in high school attendance is bringing this problem rapidly to the portals of the colleges. There are nearly seven times as many high school students as there were in 1910, and the number of graduates is nearly eightfold. High school students in this country now number 7,200,000, and the annual number of graduates is 1,200,000.

How could the colleges and universities, overcrowded already with freshmen and sophomores, find room for three or four times their present number? What would a university do, groaning now to absorb an entering class of 2,000, if the annual influx were to be increased to 9,200? Even the publicity department would throw up its hands. The universities well may hope that the Educational Policies Commission's proposal cannot be translated too quickly into actuality. Yet every year of delay sees 2,500,000 17-year-olds becoming 18, 2,500,000 18-year-olds becoming 19, and 2,500,000 19-year-olds passing beyond college sophomore age. The youth problem rapidly becomes an adult problem while the elders delay to discuss and to formulate plans.

Fortunately, in the minds of many educators, a Joseph has been raised up already in the collegiate Egypt for the succor of such young

tribesmen as may be bold enough, or hard pressed enough, to go down from the promised land to see what sustenance may be offered them. And that Joseph is the junior college. The junior college already is in the field. Of the 600,000 freshmen and sophomores, 160,000 are junior college students, enrolled in 610 institutions in 44 states.

These 610 junior colleges have arisen in response to many diverse local needs. They wear a coat of many colors. They are of many kinds and sizes. The largest, with 8,689 students, is supported by public funds and its services are free. The smallest, with nine students in its college department, is endowed and charges tuition. Some are for boys only; some are for girls; the majority are coeducational. Some are maintained by churches, others by states, cities, or districts. Some are expensive to attend, and select their students from wide areas; the majority are "people's colleges" with low fees or none at all, serving boys and girls who seize this opportunity to continue their education while they live at home. Some junior college curricula begin with the eleventh grade and continue through the fourteenth, but the greatest number are for students of freshman and sophomore college level. Obviously, many of these institutions are already in a position to aid materially in putting into effect the proposal of the Educational Policies Commission.

"Junior colleges should conceive of their field of effort as including the educational needs of the entire youth population, particularly those 18 and 19 years of age," said George F. Zook, president of the American Council on Education, addressing the 1940 convention of the American Association of Junior Colleges. This was his challenge:

The youth population is rising to a peak in numbers at the present time, as compared with the remainder of the population, thus producing an unusual competition for jobs or a great strain on the educational facilities. Machines now do the work formerly done by thousands of men in an industrial plant. Because of economic competition, child labor laws, and the raising of the compulsory school age, the employment of young people in industry and commerce has been decreasing steadily in recent decades, leaving young people no alternative except school or the street. There are now 3,500,000 young people between the ages of 16 and 24 who are neither at work nor in school. More people live longer and therefore remain in competition with the youngsters or are an economic burden on society. Public welfare provisions, including relief, old age pensions, and unemployment insurance, are now in active competition with education for public funds. Increasing income and inheritance taxes have affected seriously gifts of wealthy people for the support of privately controlled educational institutions. Even the values of present endowments have been cut in effect by a fourth or a third as

a result of the decreasing rate of income on various forms of investments. The traditional curricula in high school and junior colleges have proved entirely unsuited to a large proportion of the new mass of young people who have been driven, through force of circumstances, into our classrooms. The diverse character of modern industrial employment with its large proportion of repetitive jobs requires a reorganization of our program of vocational education. Economic circumstances and a natural desire to be of use in the world point clearly to the necessity of a combined program of work and study for a large proportion of youth, but so far only the Civilian Conservation Corps and the National Youth Administration see the vision. One could extend this list of implications for American education which is growing out of recent economic and social changes. What must seem clear to all of you is that they all converge on that age group in the population with which the junior colleges are concerned. . . . The traditional college will take care of a small proportion of the youth population . . . but the bulk of the problem lies squarely in the junior college field.

Dr. Zook was not speaking as an outsider when he threw down this challenge to the junior colleges, for he himself has taken no small part in the junior college movement. As specialist in higher education in the United States Office of Education in 1920, he called the conference at St. Louis which resulted in the organization of the American Association of Junior Colleges. Thirty-four educators representing 22 institutions participated in that small beginning. There were then in the United States 175 junior colleges with fewer than 10,000 students; after only two decades there are 610, with more than 235,000 students. Growth has been accelerated. Enrollment has doubled in the last six years. It increased 20 per cent last year.

This rapid growth stems from several causes. Primarily, the junior colleges, especially those which are publicly supported, are low-cost institutions. In California, where increase has been greatest, tuition is free. Furthermore, the junior colleges are local, and students can live inexpensively at home. In addition, and this again is noteworthy in California, the traditional university curriculum has been rigorously re-examined, and vocational curricula have been developed for students desiring them. In large centers of population, such as the area around Los Angeles, the junior colleges have grown to great size, and so they have in Chicago.

But the future ability of the junior colleges to absorb large numbers of freshmen will come not merely from the growth of large institutions. It can result as well from the wide distribution of smaller institutions. A warning in less populous states may well be needed, however, to prevent the multiplication of colleges that are too small for

educational efficiency. For, while local pride dictates the establishment of a college in every hamlet, efficiency of operation requires that certain minimum resources in wealth and population be assured.

What can the junior college do for the young person who is out of work and out of school? This question raises several others: How far, educationally, has the young person come? How far does he want to go? What financial resources does he have?

The traditional assumption has been that the student in high school was preparing for college, that he took the first two years of college in preparation for the specialization of the last two, and that if he dropped out he was probably too poor or too dull to go on. The curriculum was, in fact, "like a one-track railway service from New York to San Francisco." Until now the junior colleges, along with the senior colleges, have been pretty much a part of that one-track system. They have been transporting high school graduates to a way-point at which they became university juniors. But even in so doing, the junior colleges have offered several attractive inducements to prospective students. Their fees, for the most part, have been low; their students in many cases could live at home; and so two years of college education have become possible for thousands of students who lacked other opportunity.

But the fallacy of the one-track curriculum has been its assumption that everyone was going to San Francisco. It has trained the elementary pupil to enter junior high school, and the junior high school graduate to enter senior high; it has expected this senior high school graduate to enter college, and the college student to become a candidate for the bachelor's degree. The college graduate, arriving at his educational San Francisco, finds himself on a dock where the urgencies of a master's degree lure him to a scholastic Hawaii, and he can see that the reasonable ultimate destination is the Orient of a Ph.D. But such a system fails to recognize that many young persons cannot take the whole trip. They lack money or they get train sick or maybe they just prefer Denver or the Grand Canyon. Yet the youth who stops at the Grand Canyon is gnawed perpetually by the realization that he did not complete his journey. His friends and relatives likewise may be chagrined. All this is to say, the student who drops out of college at the end of the sophomore year is under suspicion of having fallen short.

Of course, students drop out all along the line. A study made in Maryland showed that of every 20 youth between the ages of 16 and



24 who had left school permanently, eight never got beyond the eighth grade, five entered high school but did not graduate, five left school on high school graduation, and two received some education beyond high school. Putting it another way, John W. Studebaker, United States Commissioner of Education, says of the young people now in American high schools:<sup>1</sup>

About a million of them graduate every year, and about 30 per cent of the million go to college. A large proportion of the remainder were prepared to go to college but didn't go. A very large number prepared to do something that they won't do.

When the Maryland students told why they had dropped out of school, 54 per cent gave financial reasons and 25 per cent indicated lack of interest. This lack of interest in many cases was a fault of the pupil, but frequently the fault is in the schools. The diagnosis depends on the objective. If the chief function of the system is to take people to San Francisco, of course the person who does not go to San Francisco is to blame. But if the purpose is to take him as far as he can travel advantageously, the road ought to provide frequent terminal facilities. New Orleans or Minneapolis may be a perfectly reasonable destination, even though not on the direct route to the Golden Gate; that is, vocational education and citizenship training not in line with baccalaureate requirements are a perfectly reasonable objective.

Educators are well aware of the need for adjustments. They are striving to remedy the maladjustments of high school and college curricula, in areas both cultural and vocational. Especially in the high school have they been trying to organize courses of study peculiarly suited to the needs of students who were not going beyond high school. But the problem, as Dr. Zook said, impinges especially on the junior college, because the student at the age of 18 or 19 approaches the end of his 14 years of schooling, and because he is nearing the time when he must seek a job, even under a system of deferred employment. This student at 19 years of age no longer must be considered a sophomore who is quitting college at the middle of his course. He is completing the 14 years of general education provided for him by a forward looking society which seeks to prepare him in the best possible manner for his place in that society.

What should the junior college offer the student who is completing

<sup>1</sup> Frederick J. Kelly, "An Adequate Education Program for Youth," *School Life* (April, 1940), XXV: 196.

two years of college work, but no more? This question is, for junior college administrators, the "problem of terminal education." They conceive it to be the most important problem in the junior college field.

When the junior college no longer primarily prepares the student to meet senior college requirements, one immediate effect is most noticeable—a freedom from certain preconceived ideas. The junior college now has the opportunity, if able to grasp it, to analyze *de novo* the student's needs and to build a curriculum to meet them. Requirements of credits in English, credits in science, credits in languages, credits in this, and credits in that, need no longer be met because they are demanded by some accrediting agency. If the work is given it will be because the student needs it. What equipment, the junior college now can ask, does this 18-year-old or 19-year-old boy or girl most require for living in the so-called civilization in which he now is placed? How much of that equipment does he already have? How much more can be given him in the two years of study that remain? These are very important considerations. A broader base is required than mere occupational skill or manual dexterity. There must be enough vocational skill and knowledge to start one on a job, but there must be also an awareness of social and economic surroundings and of the individual's relationship to them.

Individually, some junior colleges have gone a considerable distance in exploring the semiprofessional field. Los Angeles City College, for instance, offers semiprofessional curricula in accounting, art, architectural engineering, aviation engineering, banking, bookkeeping, business management, clerical librarianship, civil engineering, clerical fields, cultural arts, dental assistantship, drama, electrical engineering, English, finance, general business, general law, home administration, journalism (technical), journalism (liberal arts), liberal arts, mechanical engineering, merchandising, music, nursing, operatic training, police service, public health sanitation, radio and sound, photography, recreational leadership, and secretarial training. The student in any one of these curricula is advised to take two-fifths of his courses in the specific field, two-fifths in general education, and the remaining fifth according to his choice. Inclusion of "liberal arts" among "semiprofessional" curricula means that the student in this general course is not preparing to enter the upper division of a university. Los Angeles City College, a public institution, has 7,205 students, of whom nearly 75 per cent are in the semiprofessional curricula.

The offering of semiprofessional curricula need cause no scandal in traditional college and university circles. Yet these proposals do raise objections of two diametrically opposite sorts. On the one hand, it is contended, some of these curricula are beneath the dignity of college instruction, and too narrow in scope, so that the student obtains neither breadth of view nor the flexibility of occupational adjustments necessary in a changing economy. On the other hand, some of these courses, it may be objected, are too exacting for completion in two years.

The plea of dignity is the plea of tradition. A course in cosmetology, let us say, will not look well in the college catalogue where one has been accustomed to see listings of English, French, and physics. But the junior college administrator is in no mood, these days, to be controlled by tradition. He has a vital objective: What does this student need? If this young woman, who has completed high school, can find in cosmetology a field of study that is worth her effort, and if it gives promise of leading her into a satisfying work experience which will make her a self-respecting member of society, that is dignity enough.

The antipodal criticism, that adequate professional education cannot be crowded into two years, is more important. The freshman and sophomore years are not sufficient for the training of an engineer, a physician, or a lawyer—that is freely granted. But here the word “professional” is a straw man. The junior colleges give not professional training but semiprofessional. In engineering, for instance, they distinguish between the executive and the technician. In the field of health they train, not doctors, but medical secretaries, dental assistants, nurses, and sanitary inspectors. In these very areas they have found fruitful fields of semiprofessional employment, more or less ignored by the four-year institutions. Investigation has shown that in general there are five times as many jobs on the junior college level as on the senior college level, and even in engineering three times as many.

In offering these vocational curricula, the junior colleges recognize the need for general as well as special training. There is always a “core” of courses conducive to general efficiency. The need for English is recognized, the need for proper work habits, the need for an understanding of the economic and social setup. The responsibilities of citizenship and of home and family life can be included. A large order, one may say, for two years, and an order not always filled.

Yet in many semiprofessional fields it is found unnecessary and undesirable for the student to devote all his time to acquiring specific skills and vocational information. As already indicated, two-fifths or three-fifths of his schedule will suffice for this purpose, leaving the remainder for broader objectives.

California has gone furthest in the junior college movement, having 64 junior colleges with an enrollment of 86,357. Forty-eight of these are public institutions, enrolling 82,666. In Massachusetts, on the other hand, all 23 junior colleges are private, with an enrollment of 5,994. Between these two extremes lie every kind and degree of organization and control, both public and private. There are junior colleges in 44 states, the District of Columbia and the Panama Canal Zone. Each state has built up its own junior college system in its own way, some with considerable legislative recognition and others with little or none. The whole movement still is only emerging from its period of beginning. But the significant thing is that it is growing so rapidly. Forty years ago the junior college was scarcely more than an idea. Now there are in the United States 261 public junior colleges, with 168,228 students, and 349 private junior colleges, with 67,934. The increase over last year of 39,452 students is next to the largest ever recorded in a single year. The previous year the increase was 41,122.

These institutions see the youth problem, in its educational aspects, as peculiarly theirs. They already occupy the field on the age level at which young men and women, attempting the transition from school to industry, find themselves frustrated. The junior colleges have broken with the tradition of the four-year curriculum. They now propose to offer a program newly designed to meet the needs of some hundreds of thousands of high school graduates for the two years of college with which their formal education undoubtedly will close. In a time of national emergency when youth stands as one of the nation's major potential assets, this junior college proposal is even more important than it would be in a period of international security.

## Chapter X

# THE NEXT TWENTY YEARS

GEORGE F. ZOOK\*

THE PAST TWENTY YEARS have been glorious years because they have been filled with adventure in education. Faith rather than mere knowledge has inspired action. Each new conquest has opened up to the junior colleges visions of usefulness little dreamed of in the beginning.

As we stand here tonight we are tempted, as is always the case, to count the victories in terms of the phenomenal increase in the enrollment and teaching staff of the junior colleges or in the growth of membership in the Association. These are evidences of great achievement which we are all happy to share with you.

But the real achievements of the past 20 years are not measured in quantitative terms. They are more fundamental in character. They consist in having educated the educational profession and the general public to the acceptance of a number of educational concepts which serve as a sound basis on which to build the structure of American education. It would be foolish to assume that these concepts now are accepted so generally as to excite no opposition, because, as always, sound ideas like any virtue have to defend themselves in every succeeding generation.

With your permission I should like to enumerate a number of these concepts in education which owe themselves in varying degrees to the junior college movement:

1. The first two years of the present four-year liberal arts course of study represent largely the completion of a general secondary school curriculum.
2. Terminal curricula beyond the secondary school which fit young people for vocational responsibilities, including homemaking, have been made necessary by the increasing complexity of modern industrial, commercial, and social life.
3. With the growth of centers of population it is both economical and socially desirable to provide two additional years of education

\* PRESIDENT, American Council on Education, Washington, D.C. Portion of an address at the twentieth annual meeting of the American Association of Junior Colleges, Columbia, Missouri, March 1, 1940.

beyond the high school for a large proportion of young people while they live at home.

4. Universities should emphasize and largely confine themselves to advanced, graduate, and professional education, leaving the first two years of the present undergraduate curriculum to the colleges and to the junior colleges.

This is by no means an exhaustive list but it is easy to see its manifold implications for the organization, content, and support of American education. The fact that these ideas are accepted widely and that they are transforming gradually our educational system is a tribute to the virility and soundness of the junior college movement up to the present time. All those who have in any way contributed to its development are entitled to a justifiable pride in the accomplishments of the past 20 years.

But the American Association of Junior Colleges is only a lusty youth in the educational family which is now celebrating its twentieth birthday. Full of vigor and dreams, it is naturally more interested in its future than its past. But like all youth at this critical age in life, it may realize its opportunities and responsibilities and so turn out to be a source of pride to the fond family and friends; or, unfortunately after so brilliant a beginning, it may prove to be unequal to the challenges of the present day and so gradually fritter away its chances of educational leadership.

How reassuring it is, therefore, at this critical stage in the development of the junior college movement that the Association should have this marvelous opportunity, already known to all of you, to take stock of what has gone before and to make plans for a concerted attack on the most important junior college problems of the future. It is well indeed that you have been presented with this period for thoughtful soul searching and preparation because I am quite convinced that the years ahead will try the courage and the vision of the junior college leaders and administrators and will test whether they are equal to new responsibilities that not even the junior college prophets a generation and more ago, with all their insight, were able to discern in the unfolding era now upon us.

In his address before that first conference of junior college representatives 20 years ago, Dr. P. P. Claxton, then United States Commissioner of Education, called attention to the fact that owing to the rapid high school enrollment there were then over 2,000,000 young people in high school. Even with so marked an increase he raised skeptically the

question as to whether we could expect an increase of 200 per cent in college enrollment. Well, it is interesting to note that in these brief but swiftly moving 20 years the high school enrollment is more than three times what it was in 1920 and the college enrollment 2.4 times as great. Approximately two out of every three young persons of high school age are now enrolled in high school, and one out of every six in the age group is enrolled in the first year of college. In the second year the percentage is smaller.

A whole series of social changes have thrown responsibilities on the educational system never anticipated until they were fairly upon us. The youth population is rising to a peak in numbers at the present time, as compared with the remainder of the population, thus producing an unusual competition for jobs or a great strain on the educational facilities. Machines now do the work formerly done by thousands of men in an industrial plant. Because of economic competition, child labor laws, and the raising of the compulsory school age, the employment of young people in industry and commerce has been decreasing steadily in recent decades, leaving young people no alternative except school or the street. There are now 3,500,000 young people between the ages of 16 and 24 who are neither at work nor in school. More people live longer and therefore remain in competition with the youngsters or are an economic burden on society. Public welfare provisions, including relief, old age pensions, and unemployment insurance, are now in active competition with education for public funds. Increasing income and inheritance taxes have affected seriously gifts of wealthy people for the support of privately controlled educational institutions. Even the values of present endowments have been in effect cut by a fourth or a third as a result of the decreasing rate of income on various forms of investments. The traditional curricula in high school and junior colleges have proved entirely unsuited to a large proportion of the new mass of young people who have been driven, through force of circumstances, into our classrooms. The diverse character of modern industrial employment with its large proportion of repetitive jobs requires a reorganization of our program of vocational education. Economic circumstances and a natural desire to be of use in the world point clearly to the necessity of a combined program of work and study for a large proportion of youth, but so far only the Civilian Conservation Corps and the National Youth Administration see the vision.

One could extend this list of implications for American education

growing out of recent economic and social changes very much longer. What must seem clear to all of you is that they all converge on that age group in the population with which the junior colleges are concerned. High schools will need a certain amount of reorientation and reorganization, but with their extensive facilities they are in a fair way to do so. Not so with the post-high-school period. To be sure the traditional college will take care of a small proportion of the youth population who are inclined or who can afford to go on for an undergraduate degree, including those who later enroll in professional or graduate schools. These young people are tremendously important in the development of American life and I would be the last in any way to underestimate their contribution to our social welfare, but after all they still comprise a relatively small proportion of the age group to which they belong. The bulk of the problem lies squarely in the junior college field.

What the junior colleges need to do in order to tackle the educational aspects of this tremendous youth problem constructively challenges both one's imagination and one's courage. But I am convinced that unless you people rise to the occasion it will be undertaken in other perhaps less desirable ways. I am going to be bold enough to make a few suggestions as to what needs to be done.

1. Junior colleges should conceive of their field of effort as including the educational needs of the entire youth population, particularly those 18 and 19 years of age. Once such a philosophy is accepted the present traditional curriculum leading on to the completion of an A.B. degree will become only a small part of the total program—though a very important one. Alongside it and far exceeding it in numbers will be terminal curricula in various vocations, including homemaking, and in general education as a preparation for social life and the realization of one's own peculiar interests and abilities.

2. Such junior colleges supported from public funds should be associated closely with the secondary school system so as to represent a natural extension of secondary education. We have done a lot of talking about recognizing junior colleges as the culmination of the secondary education and done very little about it.

3. Cooperative programs of part-time education and part-time work should be organized extensively with local industries and commercial establishments on the one hand, and with public agencies, including the NYA, on the other. No one ever can teach in the four walls of a classroom many of the skills, values, and lessons in life that



are learned on a job. On the other hand, schooling has meaning only in terms of practical experience. To be most effective they should be combined and not separated into two unrelated experiences.

4. Each state should provide for a system of junior colleges, each of which ordinarily would be related to a local high school. Such a system should be supported in part by the state, in part by the local school district, in part by tuitions for nonresident students paid by the students' home district, and in part by student fees comparable in size to those paid by students who attend the state institutions of higher education. So long as the state pays the expense of junior college education at the state university or the state teachers' college, there is every reason why it also should participate in the expense of local public junior colleges which operate on the same level. This argument is all the stronger where states contribute to the expenses of local public schools, including the high schools, as they are doing increasingly. The present method of financial support for public junior colleges is, except in California, a hodgepodge of legislation which is decidedly unfair to the junior colleges, and which has operated to hold back the progress of junior colleges to the detriment of public welfare.

5. Junior colleges, whether publicly or privately controlled, should become cultural leaders on a broad front in the communities in which they are located. The average American city is of comparatively recent growth. It is a drab place, often filled with cheap advertisements, decaying buildings, overhead telephone wires, scraggly vacant lots, inferior movies, and a whole host of other cultural deficiencies not visible to the physical eye, which regularly assault one's good taste and sense of beauty.

Frequently we forget that in most of the centers in which they are located the junior college represents, or should represent, the highest expression of intellectual, esthetic, and cultural life in the community. The junior college then should recognize its responsibility as the educational and cultural leader of the community. It should, for example, offer facilities for the development of musical talent and arrange for musical concerts. It should assist in bringing provocative speakers to the city. It should organize a program of classes, public forums, and discussion groups for adults in the afternoon and evening. It should stimulate the formation of clubs for the study of literature and art. It should assist in making wholesome recreation facilities available. In other words there are innumerable soul-satisfying things to do in

life besides playing bridge which the average individual yearns to do if only those who presumably occupy places of intellectual and cultural leadership have the courage and insight to undertake them. The result will be a better place in which to live and incidentally a more enthusiastic support for the junior college.

6. Study your own problems in the light of the national situation. I rejoice with you that a comprehensive exploration of the junior college situation is about to get under way. I hope that it is only the forerunner of a longer period of intense self-examination. But if this study is left to Dr. Eells and his staff and to the sponsoring commission, no greater mistake possibly could be made. Already too many junior colleges are content to do the traditional things. Not a very large proportion of them, I am convinced from observation, really are aware of the swiftly moving social currents which sweep in and around them. Hence this exploratory study from national headquarters should be accompanied by a specifically organized local study in each and every junior college for the purpose of cooperating most effectively with the national study on the one hand and on the other of discovering those elements in the local situation which will enable the college to formulate and carry through the most effective program.

7. And finally, I wish that somehow I could lay a special sense of responsibility on the instructors in the junior colleges. Is it not true that they deal with young people at the most critical period in their lives, when they are subject to a complex succession of motives, aspirations, urges, and hopes? Yet in most instances they have little more background and specific preparation for understanding the significance of these problems to individual students than more or less casual observation and an untrustworthy memory of their own more youthful years. It is in no sense of the word professional nor is it scientific.

Mrs. Esther Lloyd-Jones, in an unpublished manuscript, "College Students and Social Competence," wrote:

G. Stanley Hall's efforts in the last generation to study adolescents succeeded in opening up a new field of psychological interest, but had little effect in encouraging college professors generally to learn and apply the increasing knowledge of adolescents' characteristics.

Is it not true that most young persons are troubled sorely about their future vocation in life, yet what junior college instructor is prepared professionally to advise them? Is it not true that young people trust-

fully assume that by enrolling in a junior college they will be helped along effectively from a high school experience perhaps to an appropriate university course of study; yet how many junior college instructors are broadly educated in the functions, organization, and procedures of the educational division from which they receive their students and to which they send a substantial portion of them? Most college instructors could benefit a great deal by a little education about education. Finally, it is accepted universally that one of the primary responsibilities of a junior college is to turn out good citizens, and yet is it not true that a substantial proportion of a junior college faculty never come into intimate contact with the critical points where citizenship problems get settled—in the city hall, the city council, the chamber of commerce, the county court house, the primaries, the relief agencies, the office of the local newspaper editor, the highway department, and the state legislature?

I am pleading for more junior college faculty members who are not only competent in some chosen field of subject matter but also who are intelligent about their students, about American education, and about the complex social life which presumably they are preparing young people to enter. I feel this need so keenly, indeed, that it seems to me that any implementation program to carry out the results of the impending study of the junior college situation well might include several regional summer workshops for junior college faculty members, where exclusive attention may be given to the problems of junior college instruction. If the junior colleges rise to the challenges now confronting them, it will be because their faculties are equal to the occasion.

You will recognize, I am sure, that in the past few minutes I have been attempting to set forth a few of the aspects of that most troublesome and distressing social phenomenon which we have come to call the youth problem. The youth problem is as wide as the interests of young people and as deep as their feelings. It includes an opportunity for employment, for recreation, for a home, and for self-development. All the agencies of government and social welfare have been summoned to make their respective contributions to the solution of the problem. Education bears one of the heaviest responsibilities. It must arrange to accommodate all types of young people, to offer them the kind of programs which will be helpful to them respectively, to integrate their classroom work with employment, and to make good

citizens out of them. To what other division of the educational system does this responsibility fall more naturally and certainly than to the junior colleges? The past 20 years have been glorious and inspiring years of accomplishment. I trust that in this critical time which lies ahead, neither vision nor courage will fail you and that the next 20 years may be incomparably more fruitful than anything so far realized.

## Chapter XI

# THE NEED FOR TERMINAL EDUCATION

NUMEROUS WRITERS AND SPEAKERS during the present century have emphasized the need for terminal education in the junior college and have stated a variety of reasons for their belief in its importance. Full reference to hundreds of such published articles and addresses will be found in an earlier monograph of this series.<sup>1</sup> For this chapter short quotations from a considerable number of pertinent statements made by different educational leaders have been selected.

These statements are presented below with references to the sources from which they have been taken. These statements are divided into five main groups. First are presented quotations from 11 university and senior college presidents. These are followed by statements made by 17 university and college deans and professors. The third group presents similar extracts from the writings of 19 junior college administrators. The fourth group furnishes judgments on the same subject as expressed by 9 other educational leaders most of them in positions of national importance. The last group consists of observations and recommendations found in the published reports of 13 national, state, and local educational surveys.

For important early statements of the same type, which are not repeated here, the reader is referred to Chapter II of the second monograph in this series.<sup>2</sup> In that chapter will be found significant quotations from President William Rainey Harper, first president of the University of Chicago (1900); from F. M. McDowell, who made the first systematic study of junior colleges (1918); from three speakers at the organization meeting of the American Association of Junior Colleges, President H. G. Noffsinger, President B. W. Loomis, and Dr. McDowell (1920); from F. W. Thomas, who defined the four commonly accepted functions of the junior college (1926); and from an early catalog of Lasell Junior College (1874-75).

<sup>1</sup> L. E. Engleman and W. C. Eells, *The Literature of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941.

<sup>2</sup> W. C. Eells and others, *Present Status of Junior College Terminal Education*, American Association of Junior Colleges, Washington, D.C., 1941.

### University and College Presidents

JAMES R. ANGELL, *President Emeritus, Yale University*

The junior colleges assuredly are trying to meet a real educational demand.<sup>3</sup>

M. L. BURTON, *late President, University of Michigan*

The junior college movement is here to stay. With the rapidly increasing numbers of students who desire training beyond the high school, the junior college is almost a necessity. It has taken us a long time to discover that different types of institutions must be provided to meet the varying needs of students.<sup>4</sup>

HARRY W. CHASE, *Chancellor, New York University*

In view of the rapid development of the junior college, under both public and private auspices; in view of the general economic situation which we have to face in this country, namely that employment for young people is not going to be as easy to obtain as it has been; in view of the increasing social recognition of the necessity of extending education upward for the majority of students; it seems to me that we must recognize, in one form or another, that the junior college has come to be very rapidly and promises to become even to a still greater extent a permanent part of our educational scheme.<sup>5</sup>

W. W. HAGGARD, *President, Western Washington State College of Education*

The junior college must meet the vocational needs of its community. There are other ways in which it can enrich the life of the community from which it draws its support, but there is none any more realistic than this one. Moreover, the services of this type can be identified. Vocational training will continue to be an essential element of our educational program. Social intelligence is equally important, but it so happens that the wheels must turn. Social intelligence and vocational efficiency complement each other in our society. The good citizen is both socially intelligent and vocationally efficient. He is partially vocationally efficient because he is socially intelligent, and he is partially socially intelligent because he is vocationally efficient.<sup>6</sup>

R. M. HUTCHINS, *President, University of Chicago*

I see no escape from the proposition that the future will bring the

<sup>3</sup> *School and Society* (April, 1936), 43:489.

<sup>4</sup> *Junior College Journal* (March, 1931), 1:381.

<sup>5</sup> *Ibid.*, 7:69.

<sup>6</sup> *Ibid.*, 7:2.

same increase in junior college enrollment that the high school has experienced, and that these organizations also must offer instruction adapted to the students in them rather than to the classical prejudices of our people or to the demands of the universities.<sup>7</sup>

These local junior colleges will not develop intelligently if they direct their attention primarily to preparing students for the universities. The majority of their graduates will never reach them. They should direct their energies toward the development of terminal work; they should train students "for life." . . . They or other institutions parallel with them must construct courses of study of a subprofessional business, technical, or homemaking variety, to take care of the vast number of students who do not want and should not have a general education alone. General education should be the core of all education at this level, and some institutions should be devoted to it exclusively. But since these organizations should be open to everybody, they must provide differentiated courses of study.<sup>8</sup>

The most footless question that university presidents have been debating in recent years is, Who should go to college? Where else is there to go? Today adults cannot get jobs. Boys and girls of college age can hope to find them only by accident. Because of the technological improvements of recent years industry will require in the future proportionately fewer workers than ever before. The great problem of the high school now is not to hold its pupils, but to get rid of them. Their graduates cannot get work and demand that classes be provided for them by an overburdened staff in overcrowded buildings. The public junior colleges and the state universities in urban centers have been swamped since the depression began. If these students are forbidden to enter educational institutions what will become of them? All of them cannot be absorbed into the army, navy, or Civilian Conservation Corps. We should not encourage them to try to get into jail. The answer is that we must expand the educational system of the country to accommodate our young people up to their eighteenth or even their twentieth year.<sup>9</sup>

The mass of the population should end their formal education with the junior college.<sup>10</sup>

<sup>7</sup> *School Review* (February, 1933), 41:96.

<sup>8</sup> *Junior College Journal* (December, 1933), 4:154.

<sup>9</sup> *School and Society* (August, 1934), 40:235.

<sup>10</sup> *Educational Record* (January, 1938), 19:9.

Economic conditions determine the length of free education for all; and present and prospective economic conditions are such that the terminus of the public education which the ordinary youth is expected to enjoy will be set at about the sophomore year in college. This means that the public junior college will become the characteristic educational institution of the United States, just as the public high school has been up to now.<sup>11</sup>

A. LAWRENCE LOWELL, *President Emeritus, Harvard University*

The junior colleges do not seem to me a menace to the good American college, but on the contrary a benefit. . . . One of the merits of these new institutions will be keeping out of college, rather than leading into it, young people who have no taste for higher education. For them the junior college can do much, by giving them a vocational training for the work in life they would like to do.<sup>12</sup>

ROBERT A. MILLIKAN, *Chairman, Executive Council, California Institute of Technology*

The vocational guidance system is the great opportunity for the junior college. It is unfortunate, however, that only a few of these institutions are offering an extensive semiprofessional curriculum.<sup>13</sup>

HOMER P. RAINEY, *President, University of Texas*

We have a shutting down of opportunity at the top of our intellectual system and we have, on the other hand, an increasing surplus of candidates coming on each year through our secondary school system. The result of the operation of these two great social forces in recent years has been the squeezing out of from four to seven millions of youth between the ages of 16 and 24, and at the present time there probably are from four to five millions of youth between these ages who are out of school and unemployed. There are approximately two million youth who reach the age of employability each year and under present conditions our employment and our higher educational systems are able to absorb probably not more than 60 per cent of them. Thus society is confronted with one of the most significant social issues that it ever has been called upon to face.<sup>14</sup>

<sup>11</sup> *Junior College Journal* (October, 1938), 8:3.

<sup>12</sup> R. L. Kelly (editor), *The Effective College*, Association of American Colleges, New York, 1928, pp. 283-4.

<sup>13</sup> *Junior College Journal* (April, 1933), 3:382.

<sup>14</sup> *Ibid.*, 7:407.



ROBERT GORDON SPROUL, *President, University of California*

The major responsibility of the junior college is to offer an opportunity for public education of post-high-school grade to individuals who are not planning to enter the professions, and the intention of all junior college legislation, as well as the trend of all educational theory, is to limit the junior college to the years preceding the mid-point of the four-year college, the line of division between general and special or professional education. Going forward on the course prescribed both by theory and legislation, the junior college movement will be a significant and helpful development. Masquerading as four-year institutions or trying merely to duplicate the first two years of a university, these colleges never can achieve their highly useful purposes. . . . What we need is . . . another type of institution extending not more than two years beyond the high school, and which will provide curricula for those whose talents do not lie along the line of a university career but who are interested in further education.<sup>15</sup>

As I see it, the junior college is the fulfillment of the high school, not the step-child of the university. It stands for further educational preparedness for the greatest number, for democratic continuity, and completeness of educational opportunity. It stands for the faith of the American people in education and their desire for its further extension for as many as possible. As such its true purpose is not to relieve the universities of the burden of numbers, not to save the young collegian the cost of board and lodging away from home, not to keep the growing youth for two more years under his mother's protection and guidance. These things may be worth while, but they are merely by-products. The real value of the junior college, in my opinion, rests in its attempt to meet the needs of those students whose talents and interests do not lie along the line of a university career but who are interested in further education. It is a notorious fact that those who seek or should seek semiprofessional careers are not well trained by our public school system. They can and should be well trained in the junior college. . . . From the junior college should come men trained not as agricultural scientists but as farmers skilled in the application of science to the business of farming; men trained, not as engineers, but as highly skilled mechanics who are not slaves of machines but intelligent units in an industrial civilization; men

<sup>15</sup> Inaugural Address, *Junior College Journal* (February, 1931), 1:276-7.

trained, not as clerks and typists and bookkeepers, but as noncommissioned officers in the great adventure of modern business.<sup>16</sup>

T. H. WILSON, *President, University of Baltimore*

Enthusiasm for the junior college does not mean lack of enthusiasm for the four-year colleges and universities. These liberal arts institutions have their distinctive function to perform. Without them, life in America would be impoverished seriously and our professions would deteriorate. But these institutions enroll only about 30 per cent of the graduates of our high schools. Dean Gauss of Princeton University has said that probably at least one-third of the students in the colleges and universities ought not to be there.

The junior college does not supplant, it supplements, the liberal arts college. Our American democracy may not need a larger percentage of young men and young women who are graduates of four-year liberal arts colleges. It does need a larger percentage of young men and young women who have more than a high school training for their civic and economic responsibilities. The junior college will render its distinctive function to American life by serving the needs of the 70 per cent who do not enter the four-year colleges. The junior college will help these young people keep informed on current affairs, think clearly, express their ideas effectively, fulfill their civic responsibilities intelligently, and perform their occupational tasks efficiently.<sup>17</sup>

RAY LYMAN WILBUR, *President, Stanford University*

The increasing wealth and free time of the American people have prolonged the period of training for our American youth. The growing complexity of a human society, which is being remoulded by scientific discovery of all sorts, has in itself compelled more understanding on the part of men and women of their environment; and the need of democracy for a better contributing citizenship has become of paramount significance. The junior college is part of the answer of the school system to these imperious calls.<sup>18</sup>

I look upon the spread of the junior college movement as one of the best pieces of insurance that our democracy has toward maintaining our form of republic.<sup>19</sup>

<sup>16</sup> *Ibid.*, 1:278-9.

<sup>17</sup> *Junior College Journal* (April, 1938), 8:341.

<sup>18</sup> *Ibid.*, 1:3.

<sup>19</sup> *California Quarterly of Secondary Education* (October, 1933), 9:7.

## University and College Deans and Professors

P. M. BAIL, *Dean, College of Education, Butler University*

Terminal curricula must be those that serve useful purposes. They should be functional and should include training in: the development of a much needed economic literacy as well as economic efficiency; the ability to think clearly; the ability to adjust to new situations; the democratic way of life, that students may work together cooperatively, discuss peaceably, and differ agreeably; the development of aptitudes, skills, abilities; the enrichment phases of life so that life may be a richer experience. This will be a terminal educational background out of which will grow specialization or adjustment to new situations as a basic program for more effective living.<sup>20</sup>

AARON J. BRUMBAUGH, *Dean of the College, University of Chicago*

The junior college in extending the period of general education must provide and is providing special education for those who because of lack of ability or because of economic limitations cannot progress beyond the junior college level. This emphasis is forcefully indicated by the growing provisions in junior college curricula for courses in aviation, drama, horticulture, pharmacy, business, architecture, nursing, forestry, radio broadcasting, merchandising, banking and finance, and in technician's work in engineering, nursing, chemistry, and medicine. Semiprofessional courses combined with certain basic courses in general education undoubtedly provide a much needed type of preparation for participation in current social life at the end of the junior college.<sup>21</sup>

DOAK S. CAMPBELL, *Dean, Graduate School, George Peabody College for Teachers*

In terms of the trends of the continuation of graduates of junior colleges, at least 50 per cent of the junior college effort should be directed toward the providing of terminal courses. . . . In theory the junior college is a logical unit in which large numbers of students should complete their training with courses definitely terminal in nature. . . . In practice the junior college is performing the preparatory function.<sup>22</sup>

From its inception the junior college has been proposed as an insti-

<sup>20</sup> *Junior College Journal* (May, 1940), 10:539.

<sup>21</sup> *Ibid.*, 11:7.

<sup>22</sup> *Bulletin of the Department of Secondary School Principals*, No. 35 (March, 1931), p. 165.



for by the junior college with reference to the needs of its clientele, and may vary in different junior colleges.<sup>26</sup>

JESSE B. DAVIS, *Dean, School of Education, Boston University*

The junior college has failed to grasp the opportunity to meet the needs of American youth. Much has been said and written about the "terminal function" of junior colleges, but comparatively little has been accomplished. The need of training for occupational life among youth between the ages of 18 and 24 is the one outstanding demand upon the educational forces of the country.<sup>27</sup>

RAYMOND E. DAVIS, *Professor of Civil Engineering, University of California*

In my own experience in the field of engineering, I recognize that there are many opportunities for men who have a training beyond the high school stage in what may be termed the mechanic arts or secondary positions of engineering. Many of the men who now occupy such positions, have, through long years, come up through the ranks, their training in the field of work in which they are now engaged having been obtained by the laborious processes of chance experience.

A considerable number of the men occupying these semiprofessional positions approached their life work through the medium of a partial university course in engineering. Some of them have even graduated. But almost without exception, from the standpoint of grades attained, their college careers would not be regarded as successful. They were clearly not the type to benefit by the highly theoretical training of the engineering college, where skill in mathematics and science is a prime requisite for success in the upper rounds of the professional engineering ladder. They clearly were of the type who would have benefited very greatly by a kind of training in what may be called the arts allied with engineering. Such men are inspectors, draftsmen, surveyors, plant operators, foremen and superintendents in charge of construction and manufacturing enterprises.

What I know to be true from my own observations in the field of engineering, others state to be true in agriculture, in wholesale and retail trade, in manufacturing, and in many divisions of industry; and the opportunities exist alike for men and for women.

The junior college should rise to its opportunity to provide this type of training, not by chance methods, but by well-directed and

<sup>26</sup> *Ibid.*, 1:478.

<sup>27</sup> *Ibid.*, 7:225.

concerted effort; first, by making a thorough study of the needs of the various fields of industry for technically or semiprofessionally trained men and women, and, second, by making a thorough investigation as to how these needs may best be met by offerings of the junior college.<sup>28</sup>

The recent exhaustive investigation carried out under the auspices of the Society for the Promotion of Engineering Education emphatically points to a grave deficiency in American education, when it calls attention to the opportunities which exist in the various branches of industry for those technically trained, and at the same time indicates how far this country is behind the progressive countries of Europe in providing opportunities in the fields of technical education intermediate between the trades and the professions. From my own professional experience as an engineer, coming into fairly intimate contact with many industries, I have long felt it as a serious indictment that our secondary schools should pay so little attention to this type of training. So far as I am able to determine, with few exceptions outside the field of agriculture, which is served to some extent by two-year agricultural schools, adequate semiprofessional training beyond the high school period is provided either by schools conducted by the industries themselves or by technical institutes run for private gain. In other words, our educational system has given all attention to the development of training methods adapted to the extremes. On the one hand are the vocational schools providing for the trades; on the other hand are the universities and other degree-granting institutions providing extended curricula in the academic and professional fields. This is not a theory but a fact, and, if those who guide the destinies of secondary education are to do their part, this deficiency must be corrected. We must neglect no longer the needs of that middle group upon whose adequate training the future prosperity of this nation so clearly depends.<sup>29</sup>

Perhaps with the present business depression the time has arrived when it will be easier to convince the public that an academic degree is not necessarily the keystone of success. I feel certain in my own mind that during the past few years, with all the good that has been accomplished by our universities, through higher education, yet not a little harm has been done to those who have sought to pursue their

<sup>28</sup> *Ibid.*, 2:327-8.

<sup>29</sup> *Ibid.*, 2:326.

education in the university but who have failed and have been unable to graduate. I believe that many such young men and women have departed from the university community with the feeling that they are failures. A stigma has been attached to them because they could not achieve success as measured by the university yardstick. What a different story it might have been had there existed the opportunity for semiprofessional or technical training in our junior colleges and had they accepted such opportunity!<sup>30</sup>

Upon one thing there seems to be general agreement. That is that in practically all semiprofessional fields, adequate training can be provided during a two-year period beyond the high school, but not during a one-year period. Thus, the training period should be begun as soon as the student enters the junior college. In other words, at the time of entrance, as far as possible, there should be division not only between the academic and semiprofessional or technical groups, but also information should be available concerning the aptitudes of individual students in the semiprofessional group.<sup>31</sup>

M. E. DEUTSCH, *Vice President, University of California*

It [the junior college] will serve the young people of its community excellently if it develops semiprofessional courses, two years in length, to fit its students at the end of that time to go forth into life and earn a living. The junior college also will serve its students well if it develops terminal courses of two years, designed not as the lower story of a university edifice but as the final schooling of young people whose formal education is to cease at its close.<sup>32</sup>

FREDERICK EBY, *Professor of Education, University of Texas*

It would appear certain that we may expect several trends and needs to become more important during the next decades. First, the age at which youth will enter upon vocational life will probably be several years later than in the past because of technological unemployment. Second, more of technical training will be required in the ordinary vocations and also in the minor professions. Third, vocational guidance, at present the most gaping lack in all our educational system, must become a dominant interest of educators.<sup>33</sup>

<sup>30</sup> *Ibid.*, 2:329-30.

<sup>31</sup> *Ibid.*, 2:331.

<sup>32</sup> *Ibid.*, 6:269.

<sup>33</sup> *Ibid.*, 9:15.

The junior college comprehends the closing period for general or liberal education for American youths. The junior college and the junior college level of our senior institutions are the institutions in which the youth must be given the broad vision of a new and more comprehensive civilization. This new civilization must not be founded upon force, power politics or militarism, but upon freed intelligence, good-will, the spirit of the good neighbor.<sup>34</sup>

CLYDE M. HILL, *Chairman, Department of Education, Yale University*

Public junior colleges, no matter where located, can never justify their existence until they recognize above all else that not only must the vocational education they offer be of satisfying personal value and genuine social significance, but also their entire influence must be exerted in the direction of liberalizing the thinking and liberating the talents of hordes of our young people who will be denied forever the opportunity of brooding under the beneficent wings of our great universities.<sup>35</sup>

Most junior college students are not economically favored. They are destined to be workers in the ordinary meaning of the term. They are interested in becoming proficient in vocations below the professional level. They now have (and it is conceivable that they will have increasingly) much time free from their work. With added years of schooling junior college students who are normal human beings will never be satisfied in using all their off-the-job time in playing croquet or a saxophone or knitting or even in reading cheap literature. They naturally will demand, just as you and I do, the kind of satisfaction which comes from participation in creative activities.<sup>36</sup>

Junior colleges now know how to train men and women in vocational skills. This task is relatively simple. To make them at the same time socially minded, critically minded, culturally adequate to live satisfying lives, or, to use Glenn Frank's expression, to build into them flexible social intelligence, is the challenging responsibility and the difficult task of the junior college.<sup>37</sup>

Many an academic eyebrow has been arched and a shoulder been shrugged at the concept of culture implied here. To suggest to the

<sup>34</sup> *Ibid.*, 11:244.

<sup>35</sup> *North Central Association Quarterly* (October, 1938), 13:238.

<sup>36</sup> *Ibid.*, 13:240.

<sup>37</sup> *Ibid.*, 13:241.



owners of those eyebrows that an institution offering a short program tinged at every point with the vocational could possibly put its students on the road to a significant cultural integration, is calumny. And yet if culture does express itself in life—in adjustment to civic institutions, to economic institutions, to the home, to all modes of human activity, the junior colleges may be able to do something about it.<sup>38</sup>

C. H. JUDD, *Dean Emeritus, School of Education, University of Chicago*

The junior college is the institution which should mark the transition from emphasis on content to emphasis on organization. The junior college has a double function. It is the final institution to deal with general education, and it is also under obligation to use the last stages of general education in preparing the student to undertake critical, independent thinking. The student should pass out of the junior college matured by his training to the point where he is ready to enter the field of constructive thinking.<sup>39</sup>

W. W. KEMP, *Dean Emeritus, School of Education, University of California*

In the setting up of a distinct lower-division curriculum which has a general instead of a specialized flavor, the universities have implied in theory a terminal course of general culture. In actual practice they seem not to have intended to do so. To the university student, at least, attainment of the junior certificate has seldom, if ever, been viewed as the culmination of his formal education. To him it has been nothing more than the key to another gateway. If he could not go on there was something unfinished and unsatisfying about it.<sup>40</sup>

A. F. LANGE, *late Dean, School of Education, University of California*

Probably the greatest and certainly the most original contribution to be made by the junior college is the creation of means of training for the vocations occupying the middle ground between those of the artisan type and the professions. Until recently our public-school system has offered opportunities for a complete education only to university and normal-school students. Now courses of "finishing"

<sup>38</sup> *Ibid.*, 13:241.

<sup>39</sup> W. S. Gray (editor), *The Junior College Curriculum*, University of Chicago Press, Chicago, 1929, p. 9.

<sup>40</sup> *Junior College Journal* (February, 1931), 1:285.

vocational training are in process of development, the intermediate school functioning as a go-between.<sup>41</sup>

In seeing the nature and place of the junior college in this light we are not pushing the two per cent or so of our youth headed towards a university off the plane of vision. Their rights to an abundance of educational life, liberty, and happiness remain sacred, though not exclusive. But in the focus of our attention, we cheerfully admit, are not the few but the many, whose rights to the means of making a life and of making a living are equally sacred. Concerning the many thousands, however, whom a junior college within reach would assist further in preparing for the master career, that of becoming nobly human, all over and through and through, I will say here merely in passing, "lest we forget," that the safety, worth, and progress of our democracy depend fully as much on man- and citizen-centered education, high in degree and widespread, as an economic work-centered so-called vocational training. But it is this that calls for special emphasis now in planning for the future of the junior college. National efficiency requires with increasing urgency training facilities for occupations that must be based on higher foundations of general education than the elementary school can erect, that presuppose greater maturity for grasp and mastery than boys and girls of junior and senior high school age have reached, that represent the positions to be filled by commissioned officers in the national army of peace.<sup>42</sup>

Our national unpreparedness for peace could hardly be illustrated better than by the fact that our commercial centers still cling to the method of trial and error and seem to be satisfied, as far as our schools are concerned, with training leading into minor clerkships. Our children, thoughtful men and women are agreed, should not be brought up wholly as if they were orphans in charge of maiden aunts. But is not one cause of this situation that the girl high school graduate finds no vocational trail blazed for her except that which leads into teaching? Here, once more, the junior college must accept the challenge to do better things in better ways, to extend, for example, the routes suggested by the household art and science of the high school to their vocational termini.<sup>43</sup>

When I am asked about junior college vocational departments, my

<sup>41</sup> A. H. Chamberlain (editor), *The Lange Book: The Collected Writings of a Great Educational Philosopher*, Trade Publishing Co., San Francisco, 1927, p. 91.

<sup>42</sup> *Ibid.*, pp. 98-9.

<sup>43</sup> *Ibid.*, p. 92.

advice, for good or ill, is: develop two in each junior college—one for homemaking and women's occupations other than teaching; the other for civic efficiency, especially for the careers, even now in the making, within the broad fields of city, county, and state administration. Beyond this, develop vocational departments designed to meet more localized needs. A rural junior college would naturally, therefore, make provision for training in practical scientific farming. In industrial centers the emphasis would fall on technological branches. Commercial centers would organize a junior college preparation for business. In every case opportunities would exist for combining school with calling. No national preparedness program, I venture to assert, can be satisfactory that does not purpose to fill the gap between the training of the artisan and the university expert and that does not purpose to fill this gap for as many as possible by as wide a distribution of opportunities as possible.<sup>44</sup>

The junior college will function adequately only if its first concern is with those who will go no further, if it meets local needs efficiently, if it turns many away from the university into vocations for which training hitherto has not been afforded by our school system. Hence it will of necessity be as nearly autonomous as its place in the public school system of the state permits; and its structure normally will exhibit two types of departments: (a) departments designed to promote general social efficiency, (b) departments designed to furnish complete training for specific—or vocational—efficiency.<sup>45</sup>

It is coming to be a notorious fact that those who seek or should seek vocations occupying the middle ground between those of the artisan type and the professions are as yet nowhere and nohow aimfully provided for in our scheme of public schooling. . . . I am more than skeptical about the educational success of any junior college with only nonvocational departments.<sup>46</sup>

R. J. LEONARD, *late Professor of Education, Teachers College, Columbia University*

Personally, I am convinced that there are distinctive fields which schools of the junior college type, alone, can serve successfully. Such fields for service exist now in cultural, civic, and professional education. I hope to show how to determine the occupations or professions

<sup>44</sup> *Ibid.*, p. 110.

<sup>45</sup> *Ibid.*, p. 122.

<sup>46</sup> *Sierra Educational News* (October, 1920), 16:484-5.

appropriate for junior college instruction. In passing, may I suggest, however, that the cultural and civic fields for junior college instruction never can be met by taking over into the junior college one-half of the four-year liberal arts course; or by extending the high school instruction, or by conferring with college professors or with other groups of educators or citizens. The "clues" will come from a study of the cultural and civic needs of the millions of young people of the ages of 18-21 who are not enrolled in our American colleges.<sup>47</sup>

In so far as universities concern themselves with professional education, their efforts will be confined to the higher and highest levels. Those are the permanent university fields. No other institutions can perform these services satisfactorily. And in so far as junior colleges concern themselves with occupational education, their efforts will be confined to the middle level, and, in like manner, this will be their permanent field.<sup>48</sup>

To make a very long story short, the middle level occupations are all potentially open to junior colleges. They represent permanent and distinctive fields for which junior colleges alone can best train prospective workers. It remains for administrators of vision and imagination to demonstrate what can be done.<sup>49</sup>

WILLIAM M. PROCTOR, *late Professor of Education, Stanford University*

There is a wide range of middle group technical vocations as well as semiprofessional vocations into which many persons with the equivalent of two years of college, if they had some special training during that two years, could go. But only a few junior colleges out of 490 now in existence offer any semiprofessional technical or terminal courses because they say the students will not take them. There are two chief reasons for this attitude when it exists. First, the administrators and faculty members are still imbued with the idea that the junior college is simply a detached segment of an old line liberal arts college, and, therefore, should not soil its hands with any courses which smack of the earth earthy, or which could by any

<sup>47</sup> American Association of Junior Colleges, *Proceedings of Fifth Annual Meeting*, p. 96; also in *Teachers College Record* (May, 1925), 26:724-33; and in the author's collected addresses, *An Outlook on Education*, Bureau of Publications, Teachers College, New York, 1930, pp. 147-62.

<sup>48</sup> *Junior College Journal* (May, 1935), 5:402.

<sup>49</sup> American Association of Junior Colleges, *Proceedings of Fifth Annual Meeting*, pp. 99-100.

chance, be labeled practical or vocational. Second, the students who come to these junior colleges are ambitious to enter the learned professions, so unless a course is labeled either professional or is acceptable as coinage of the realm toward lower division college credit, they will have none of it. The situation is a hangover from the aristocratic traditions in occupations, and only a few junior colleges are bold enough to defy this tradition.<sup>50</sup>

CARL E. SEASHORE, *Dean Emeritus, Graduate College, State University of Iowa*

In principle the junior college is here to stay; but it is facing tremendous hazards and is in great need of stabilization and corrective check. The immediate obligation for leaders in education is to appraise it critically but justly and to lend a constructive hand in the unfolding of a wise American policy for the emergence of higher education at this level.<sup>51</sup>

We are now facing a new awakening to the effect that below the strictly professional, we have the semiprofessional and skilled occupations which demand education adapted to that large mass of our American people who are not going to be the scholars but rather the workers in their respective fields in the countless avenues of industrial, governmental, social, artistic, and religious movements. These constitute a new unit which is clamoring for a recognition of its identity and a place in the universe. They demand for their level an effective background in general culture commensurate with what the traffic will bear; but this must be tinged with a vocational objective and an appeal to the vocational and the avocational urge. Whatever form of educational organization crops out, we must deal with it in those two years of adolescence which are covered at the junior college level.<sup>52</sup>

In general a terminal program may be defined as a two-year unit at the junior college level with a central interest around a vocational or cultural objective which is so pursued as to unite the cultural and the practical aspects of the studies as to enable the student to utilize the skills acquired either vocationally or avocationally for effectiveness in the art of living.<sup>53</sup>

I cannot find in the English language any word which adequately

<sup>50</sup> *Nation's Schools* (January, 1935), 15:17-8.

<sup>51</sup> Carl E. Seashore, *The Junior College Movement*, Henry Holt and Company, New York, 1940, p. iv.

<sup>52</sup> *Ibid.*, pp. 5-6.

<sup>53</sup> *Ibid.*, p. 29.

designates the occupational activities at the level of the people for whom the terminal programs of the junior college are designed. In general, I think of them as the intelligent, skillful, and generally qualified people in the upper middle class of the community whose work is not recognized as distinctly scholarly or professional. They may be engaged in any of the applied sciences, in pure or applied fine arts, in farming, in politics, in business, or in social work. They even may lead a wholesome life of comparative leisure whose service consists in avocational activities. We need a term which shall be co-ordinate with the junior college to designate these people.<sup>54</sup>

Present indications are that the junior college area will be recognized as marking off a specific unit in American education destined to become quite as distinctive as those of high school and college and labeled with a descriptive certificate or degree.<sup>55</sup>

The junior college was found as an orphan on our doorsteps. We should not treat it as an orphan but as a legitimate member of the American educational family. We should not regard it as a haven for those who are not competent to take on this modicum of higher education, as a mere stop-gap for unemployment, or for the uncritical glorification of the raising of standards and facilities for higher education.<sup>56</sup>

GEORGE D. STRAYER, *Professor of Education, Teachers College, Columbia University*

We must look forward to the time when all boys and girls will continue in school until 18 or 20 years of age. Public education must accept the responsibility for secondary and higher education for an ever increasing percentage of the total population because of the reduction in the number of workers needed to maintain production in our machine-served civilization.<sup>57</sup>

### Junior College Administrators

GRACE V. BIRD, *Dean, Bakersfield Junior College, California*

The proportion of students who graduate annually from junior colleges in California is 14 per cent of the total enrollments. This means that the loss between entrance to the junior college and graduation

<sup>54</sup> *Ibid.*, p. 58.

<sup>55</sup> *Ibid.*, p. 154.

<sup>56</sup> *Ibid.*, p. 155.

<sup>57</sup> *Junior College Journal*, 1934, 4:203.

therefrom is 86 per cent. The loss between the first and the second years is 50 per cent. The loss between entrance and the completion of even one year of work is more than 25 per cent. . . . Such facts place upon the junior college an added obligation of distributing with care the time and place allotment of its offerings so that the maximum number of students may obtain the most needed experience in basic understandings before their withdrawal, which is to say as early in their junior college careers as possible.<sup>58</sup>

JESSE P. BOGUE, *President, Green Mountain College, Vermont*

Men and women who do not expect to go into the professions, but who, nevertheless, intend to make their living in the field known as the skills, are just as much entitled to pursue broad areas of cultural studies as are those who may go into the professions. Why should not a cabinet maker or a die cutter, or an expert draftsman, or a doctor's assistant, or a registered nurse, or a private secretary be entitled to those insights and social understandings which come from the study of sociology, economics, political science, and psychology? . . . I believe that an outlet for the energies of our people must be found in the higher reaches of life and not in its lower. Instead of sending men to dig in the dirt with picks and shovels, we should be relieving the pressure of unemployment by sending thousands of talented young people into the fields of music, art, architecture, drama, literature, and recreation.<sup>59</sup>

E. Q. BROTHERS, *Dean, Little Rock Junior College, Arkansas; Ex-President, American Association of Junior Colleges*

The student who spends but one or two years in college is deserving of more thought in formulating our curricula than he generally receives. When we realize that this type of student represents a majority of the young men and young women enrolled in most junior colleges, and that this represents the completion of their formal training, we face a grave responsibility. There is a definite need to reorganize the junior college curricula to provide for civic leadership and worth-while leisure training for all students.<sup>60</sup>

The junior college is coming to be about as much of a common essential in the education of young people today as the high school was a decade or so ago. In a society as complex as is our own, high school

<sup>58</sup> *California Journal of Secondary Education* (November, 1936), 11:416.

<sup>59</sup> *Junior College Journal* (October, 1939), 10:67.

<sup>60</sup> *Ibid.*, 5:2.

education is not enough to prepare people for intelligent citizenship. Furthermore, the kinds of callings into which young people now go require in ever increasing proportion that they prepare for them in regular vocational courses or schools. This cannot be done well until after the high school period. Consequently the junior college must become both a cultural and a vocational school.<sup>61</sup>

JOSEPH E. BURK, *President, Ward-Belmont School, Tennessee*

The junior college should educate for life's finer values and for vocational values. The institution has an opportunity to offer courses which, in the wisdom of the administrators and the faculty, best promote the realization of the finer values.<sup>62</sup>

J. T. DAVIS, *Dean, John Tarleton Agricultural College, Texas; Ex-President, American Association of Junior Colleges*

The junior college possesses two very potent and distinct functions: first to provide special vocational and semitechnical training for the great body of young men and women who probably cannot and who will not attend school beyond this college period, and second to provide two years of the traditional and fundamental classical college curriculum required for advancement into the specialized fields of the senior college and university.<sup>63</sup>

ANNIE D. DENMARK, *President, Anderson College, South Carolina*

The junior college should provide for every qualified person a balanced program of education. . . . If this vital social responsibility is discharged successfully by the junior college, we shall be assured persons capable of solving the important problems which we now and later will face, and capable, also, of building a better and finer civilization, thus assuring every individual the opportunity to live a life which gives genuine satisfaction and adds to the stability and perpetuity of society.<sup>64</sup>

KATHERINE M. DENWORTH, *Ex-President, Bradford Junior College, Massachusetts; Ex-President, American Association of Junior Colleges*

That the educational program of a democracy must include provision for those who by economic pressure or for other reasons may be forced out of the continuation process at various levels is assumed as

<sup>61</sup> *Ibid.*, 6:47.

<sup>62</sup> *Ibid.*, 2:253.

<sup>63</sup> *Texas Outlook* (March, 1936), 20:17.

<sup>64</sup> *Junior College Journal* (October, 1934), 5:12.



fundamental. That this applies to the junior college quite as logically as to the other levels is the belief of practically all students who have attempted to describe the functions of the junior college.<sup>65</sup>

In the junior college we doubtless shall continue to complete general liberal education. Through survey courses we shall orient our students in the world of knowledge, and expand their horizons by acquainting them with the literature, history, science, and social institutions of the race. We shall endeavor further to inculcate a scientific attitude toward civilization and to habituate critical thinking until our students are able to analyze change and adjust to it. We shall help them acquire the points of view and the methods of solving problems which will enable them to keep their heads in a swiftly changing economic, political, social, and moral world. Through an expert personnel bureau we shall diagnose each student's aptitudes and capacities, interests, health, and emotional maturity, as the basis for constructive individual guidance—educational, vocational, physical, and emotional.<sup>66</sup>

F. E. FARRINGTON, *late President, Chevy Chase Junior College, Washington, D.C.*

While the terminal course would seem to be a proper function of the junior college, should this objective include courses that terminate anywhere at all—in heaven, on the earth, or in the waters under the earth? Is it not possible to interpret "terminal" along more traditional cultural lines as courses that attempt to pull together the loose intellectual ends with the idea that this marks the conclusion of the individual's systematic study under direction in an educational institution?<sup>67</sup>

NICK A. FORD, *former Dean, St. Philip's Junior College, Texas*

What are the possibilities of the junior college movement in the field of Negro education? To my mind, it is pregnant with the hope of a new day for the race. If the leaders do not falter, it will become the cornerstone of the Negro's educational haven. It will turn from the more formal and theoretical courses offered by its senior prototype and will concentrate on the practical. It will survey the fields of employment where the great majority of Negroes are forced to labor and will offer courses calculated to increase skill in and enjoyment

<sup>65</sup> *Ibid.*, 2:458.

<sup>66</sup> *Ibid.*, 8:56.

<sup>67</sup> American Association of Junior Colleges; *Proceedings of Ninth Annual Meeting*, p. 102.

of those occupations, whether they be domestic service, truck gardening, or insurance business.<sup>68</sup>

J. W. HARBESON, *Principal, Pasadena Junior College, California*

In every junior college is found a large and continuously growing group of students for whom the junior college will be the last formal education. . . . In meeting the needs of this large terminal group of students, however, some interesting experimentation is already under way. Most of the public junior colleges have recognized the peculiar needs of the terminal student and at least are making some gestures toward meeting them. . . . It is possible fortunately that curricula can be planned for these students which will provide both a reasonable modicum of general education and at the same time an easy entrance into their vocational choices. This vocational education should be on the semiprofessional level rather than either the trade or the professional level. There is a tremendous need in the work of the world for this type of education. It is a field which public educational systems in the past have neglected and one for which the junior colleges are particularly adapted.<sup>69</sup>

There can be no hard and fast boundary line separating general and vocational education. Vocational education constitutes but a part, although an indispensable and inseparable part, of everyone's complete education.<sup>70</sup>

The public junior college should concentrate on the needs of the terminal student. This does not mean that the needs of the university preparatory student will be ignored. The history of the secondary school has shown that there need be no fear of such a danger. In the past it has been the terminal student who has suffered. Public junior colleges should get more students into the terminal courses. Huge numbers are attempting the university preparatory curriculum in which for them failure will be inevitable. In this day when, in communities supporting junior colleges, virtually the entire eligible population is enrolled, approximately 75 per cent of the population should be in the terminal vocational curriculums. To continue the highly academic preparatory courses for such students means ultimately to drive them out of school under the stigma of failure with little or no preparation for the realities of life which they are destined to live. . . .

<sup>68</sup> *Journal of Negro Education* (October, 1936), 5:594.

<sup>69</sup> *Junior College Journal* (January, 1939), 9:171-2

<sup>70</sup> *Ibid.*, 10:594.

It must be emphasized that progressive junior college education does not come cheap. . . . If, however, an effective junior college program can be developed and training given in these institutions adequate for the creation of a self-dependent citizenry, it will be much less expensive than our gigantic programs of delinquency and relief.<sup>71</sup>

A. M. HITCH, *Superintendent, Kemper Military School, Missouri; Ex-President, American Association of Junior Colleges*

There is an increasing number of students that will look on the junior college as a terminal institution, and the wise administrator will meet the demand with improved courses in social, economic, technical, and other subjects. It may require a lot of revamping of courses, discarding the old and adopting the new. Of all higher educational institutions in the junior college is in the best possible position to meet the pressing changes.<sup>72</sup>

R. C. INGALLS, *Director, Los Angeles City College, California*

In the past it has been believed that the liberal arts college and the vocational school necessarily must be divorced. Here we have brought the two together in the development of a new type of education. Harmonizing the ends of liberal education must be sought through a broader conception of each in relation to the other. Liberal education should learn how to make its subject-matter more nearly a functioning reality to the student. Vocational education, in turn, needs to provide a greater challenge to the student's intelligence. . . .

This college, then, is organized primarily to meet the needs, interests, and aptitudes of that great majority of high school graduates (50 to 75 per cent) who do not benefit themselves or their community by the traditional type of college training. This college is organized primarily to provide a type of vocational training that is neither trade training nor preprofessional and yet one that is essential in our economic life today; namely, semiprofessional training which is halfway between the trades and the high professions. . . .

The semiprofessional curricula require the inclusion, in the training program, of cultural, exploratory courses that enlarge the vision and interest of the worker and create in him an appreciation for and adjustment to the intellectual, moral, spiritual, and cultural heritages of the past. They aim, therefore, to develop adaptability within a trade field in the event that a specific skill needs modification and

<sup>71</sup> *Journal of Higher Education* (January, 1941), pp. 19-20.

<sup>72</sup> *Junior College Journal* (October, 1933), 4:2.

adjustment in the light of the current economic and social conditions. They see the properly proportioned development of the entire personality of the individual concerned as a major objective. They would teach skill and ability to work as well as cultural subjects for worthy citizenship and improved use of leisure time.<sup>73</sup>

Our California state law provides liberally for junior colleges when it says that they "may provide courses of instruction designed to prepare for higher institutions of learning; courses of study designed to prepare persons for agricultural, industrial, commercial, homemaking and other vocations; and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community."<sup>74</sup>

A major function of any junior college and the major function of a junior college in a great metropolitan area is to provide semiprofessional courses. In the case of a semiprofessional course, the objective is that of a liberal education within an occupational field. It provides a plan for four semesters or two years of experience in a junior college. Its content, procedures, techniques, activities, are motivated by the total philosophy of education for the institution. It is the pattern of the educational plan through which the junior college seeks to achieve its expressed function. It provides for the transmission of racial experience, which includes a cultural heritage that we regard as essential for American life today. It provides opportunities for the student to develop the skills essential for the attainment of vocational competence. By vocational competence is meant "not the ability to step at once into an involved and intricate job but such capacity as will enable him [the worker] to make a promising start in some recognized field of work."<sup>75</sup>

A semiprofessional course is not a "trade training" course. It does not aim to train auto mechanics, sign painters, bakers, waitresses, carpenters, electricians, dressmakers, barbers, telegraphers, beauty shop operators, or other persons adapted to employment, in fields at the trade occupational level. It is not a general education course such as any one of the several plans for general education now prevailing or projected in the movement reorganizing lower-division senior college and university courses. It does not ignore the needs of youth

<sup>73</sup> Inaugural address, *Junior College Journal* (February, 1935), 5:239-40.

<sup>74</sup> *Ibid.*, 5:239-40.

<sup>75</sup> *Junior College Journal* (May, 1937), 7:480-1.

who must labor as well as play, who must have a vocation in order to be economically and socially secure enough to consume culture. . . . A semiprofessional course of study then becomes one designed to develop skills, knowledge, attributes, appreciations, and personalities in youth that will enable him to get, hold, and grow in employment in an occupational field adapted to his interests, enthusiasms, and abilities.<sup>76</sup>

D. W. MACKAY, *President, Eastern New Mexico College, New Mexico*

The junior college is the last stage of the state's responsibility for the education which starts at kindergarten and gives to the citizen those understandings, backgrounds, interpretations, and abilities needed in social relationships. The two years of college constitute the last stage of formal schooling provided for all by the state for training in trades, occupations, or vocations so that the individual member of society can earn a living.<sup>77</sup>

L. E. PLUMMER, *former Superintendent, Fullerton Junior College, California; Ex-President, American Association of Junior Colleges*

Today we find no battle line drawn between those who advocate the preparatory function of the junior college and those who support the terminal function. Both functions are quite generally recognized as legitimate fields for junior college effort. The fight centers rather on the direction this terminal function will take. Shall the work be of a general nature so that pupils may more readily transfer from one occupation to another, or shall it be quite specific? Is there a compromise position that can be established by recognizing and preparing for families of occupations or should junior college education be even more specific, a preparation for a particular occupation?<sup>78</sup>

NICHOLAS RICCIARDI, *President, San Bernardino Valley Junior College, California; Ex-President, American Association of Junior Colleges*

In the future, the junior college must concern itself, more and more, with making available for all students—the adults as well as the young persons—what may be called a general and basic program of education. Such a program should be designed specifically to make

<sup>76</sup> *Ibid.*, 7:481-2.

<sup>77</sup> *Ibid.*, 5:342.

<sup>78</sup> *Bulletin of Department of Secondary School Principals*, No. 81 (March, 1939), p. 154.

the person who completes it satisfactorily better able to adjust himself to his fundamental human relationships.<sup>79</sup>

A terminal course is one that makes the individual who successfully completes it socially more efficient, more intelligent as a citizen, and occupationally competent in a skilled or semiprofessional occupation.<sup>80</sup>

JOSEPH ROEMER, *Dean, Junior College, George Peabody College for Teachers, Tennessee*

The crying need of the junior college today is to face squarely its real job, cut loose from aping the four-year liberal arts college, and build a real service program in terms of the major needs of the local community.<sup>81</sup>

The proper function of the junior college is the rounding out of general, cultural, liberal education with a goodly measure of vocational or trade training.<sup>82</sup>

WILLIAM H. SNYDER, *Director Emeritus, Los Angeles City College, California*

[For additional statements by Dr. Snyder see Chapter VIII.]

It may be all right to compare the junior college with the gymnasium of Germany or the lycee of France and say that it supplies the terminal years of the secondary course as represented by these institutions, but in the American scheme of education it represents the first two years of college and is distinctly collegiate and not secondary. There is no universally accepted chronological determination for the secondary educational period, and we here in America have thrown in an extra unit between the secondary school and the university, and have made this unit an American-cut educational gem which has given both to our forefathers and to us of the present generation untold satisfaction and benefit. The junior college is really a part of this American college unit, and why should there be an effort to place it in a European secondary school classification? Why not keep it in American college classification and give to it the standings and traditions which have been developed for centuries in our own distinctly American educational unit? There is no question but that the appeal

<sup>79</sup> *School Executive* (1936), 51:267.

<sup>80</sup> American Association of Junior Colleges, *Eighth Annual Meeting*, p. 56.

<sup>81</sup> Northwest Association of Secondary and Higher Schools, *Proceedings of Twenty-First Annual Meeting* (April, 1938), p. 28.

<sup>82</sup> *Junior College Journal* (March, 1939), 9:321.

and prestige of the junior college will be much greater if it is classified thus and if it is conducted on the level which in America has been denominated the college level. This does not mean that a junior college cannot be connected with a high school any more than that a college cannot be connected with a university, but it does mean that there should be a definite differentiation between the high school and the junior college. College traditions, not the trivial college froth, are worthy educational products and distinctly help in the normal development of the college youth.<sup>83</sup>

The aim of education is to help young men and women to make good in life. To make good, one must be able to earn a respectable living and must also have an adequate understanding of the spiritual, intellectual, social, political, and economic conditions of the age in which he lives. The vital problem of the junior college is, then, to find how it can be most effective in helping its students to acquire those talents which are essential for making good in life. . . .

From its beginning, the Los Angeles Junior College has attempted to give to its students both a vision of the world in which they have found themselves and an initial skill whereby they can become producers. We do not desire to give them a permanently satisfying vision or a perfected skill. If they are to make good in life, it is necessary for them to realize that they must expand the one, and perfect or modify the other. Many of them, we realize, will not desire to continue permanently in the line of work in which they started; they need, however, to have something that they definitely can do to enable them to obtain a start, and a start is about all any educational institution can hope to give.<sup>84</sup>

There is no question in my mind but that at least 50 per cent of graduates from high schools who desire further study ought to go to the junior college rather than to the university or vocational school. If the junior college really can fill the needs of these people and make itself an independent educational institution with ideals of educational service which are neither academic nor handicraft it is bound to succeed.<sup>85</sup>

H. W. STILLWELL, *President, Texarkana College, Texas*

Surely a democratic country will insist upon educational oppor-

<sup>83</sup> *Junior College Journal* (February, 1933), 3:235-6.

<sup>84</sup> *Ibid.*, 3:411-2.

<sup>85</sup> *Ibid.*, 5:25.

tunities for all who may desire training, for all who can profit by a college career, for all who have the ambition to develop their minds and to broaden their opportunities as their more favored brothers and sisters may do. Furthermore, the state must come to realize that boys and girls cannot be put to sleep after they complete high school and left idle until industry can absorb them. As a matter of social and political protection, if for no other reason, society must care for boys and girls in some fashion, and can do this job more effectively by giving them educational opportunities than by turning them loose to become rebellious against society.<sup>86</sup>

J. E. WELLEMAYER, *Dean, Kansas City Junior College, Kansas*

The junior college is no longer merely academic and preparatory. It has become almost overnight a great social institution which strangely occupies the most strategic and critical position in the entire educational system. Elementary school procedure is pretty well understood and definitely determined within the first six years. At the other end of the educational system in our senior colleges and universities the call for specialization and research is perfectly clear. But what is to be said of this "no man's land" which lies between? There it is that our fundamental social problems of the future must be solved and there it is that the junior college must assume a definite leadership.<sup>87</sup>

### Other Educational Leaders

FRANK CUSHMAN, *Consultant in Vocational Education, United States Office of Education*

We all know that the age for entrance into employment is increasing and has been increasing for many years. Even 20 years ago when the Smith-Hughes Act was passed, provision was made for permitting young people, boys and girls, to enroll in vocational schools at the age of 14. Now boys and girls 14 years of age don't get jobs in industry any more to any great extent. State school laws, child labor laws, social security laws, employment liability laws, compensation laws, and all sorts of other things are responsible for the increase in the age of going to work.<sup>88</sup>

<sup>86</sup> *Ibid.*, 10:22.

<sup>87</sup> *Ibid.*, 5:377.

<sup>88</sup> *Junior College Journal* (May, 1938), 8:417.



HARLAN H. HORNER, *formerly Associate Commissioner of Education, State of New York*

Semiprofessional and vocational courses on the junior college level ought to have a dignity and a purpose of their own and ought to be especially fitted to the needs of individual students and not hampered in any way by the prospect of advanced courses or graduate study in later years.<sup>89</sup>

FREDERICK J. KELLY, *Chief, Division of Higher Education, United States Office of Education*

The distinctive general education function of the junior college, continuing as it does the general education of the high school, is recognized as the greatest need of our people. General education must be widespread. To expect the great majority of our people to go through a four-year college course is probably unreasonable. To differentiate clearly the junior college from the senior college is therefore indicated if we are to have widespread civic and social education.<sup>90</sup>

The junior college which is to aid in social reconstruction must emphasize vocational training. If the faculty of the community junior college fears to soil its academic hands with agricultural machinery and livestock, or with the lubrication of the vacuum cleaner, or with the grease of the automobile engine, or with the perplexities of a family budget, or with the dust of office filing cabinets, then it is living in a world removed from the problems of those students most in need of adjustment and probably cannot contribute much directly to social reconstruction. The spirit of the junior college must be sincerely hospitable to labor.<sup>91</sup>

The junior college which will function best in this period of social reconstruction is one characterized by these six statements: (1) it must be distinctly a community institution; (2) it must be intimately related to the high school in its program; (3) it must be genuinely hospitable to vocational education; (4) it must so organize the community resources that an abundant leisure life shall be participated in by most all the youth, particularly the unemployed ones; (5) it must be the center of an adult education program; (6) it must achieve

<sup>89</sup> *Thirty-Second Annual Report of Commission of Education of State of New York*, May 15, 1937, p. 67.

<sup>90</sup> *Junior College Journal* (May, 1933), 3:424-5.

<sup>91</sup> *Ibid.*, 6:429.

such a measure of social intelligence among its students that they can play their part in moving toward greater and greater cooperation.<sup>92</sup>

The junior college must educate for social intelligence. This, the most basic of all the requirements of the college, may yet be disposed of briefly because you are all quite familiar with it and committed to it as a dominant purpose. The next generation must be grounded in the information concerning the interdependence of people in a machine civilization. They also must be habituated to co-operative living by the methods of the classroom and by the activities fostered by the students themselves. To get understanding of our social and economic situation is the first step on the road to ridding it of some of its faults. The junior college is the institution to which we look with most hope for that essential widespread understanding.<sup>93</sup>

Federal subsidies to assist in the development of a system of junior colleges or vocational schools which would be expected to take on many of the functions now performed by the Civilian Conservation Corps and by the National Youth Administration would seem to be a logical end toward which the country might well look.<sup>94</sup>

A junior college should have a scheme of vocational curricula of varying lengths, should have terminal courses of civic and social value, and where necessary should have work comparable with the first two years of colleges and universities, thus making it possible for students to continue their education beyond the junior college if they so desire. The stress, however, should be upon the vocational and terminal courses designed for those who do not expect to attend universities and colleges.<sup>95</sup>

The junior college should be integrated closely with the high schools below and the colleges above but should be essentially terminal in its functions thus tying in with industry, agriculture, and commerce in a plan to fit its students into the economic life of the community.<sup>96</sup>

The kind of junior college which seems to me called for today is one whose purposes are dominantly the vocational training of young people beyond the present high school years. No uniform pattern

<sup>92</sup> *Ibid.*, 6:433.

<sup>93</sup> *Ibid.*, 6:433.

<sup>94</sup> *School Life* (January, 1940), 25:106.

<sup>95</sup> *Ibid.*, p. 105.

<sup>96</sup> *Ibid.*, p. 106.

should be fixed for the junior college. There should be many types and much flexibility.<sup>97</sup>

ROBERT L. KELLY, *Executive Director Emeritus, Association of American Colleges, New York*

Our present industrial economy is exerting constantly greater pressure to keep adolescent youth in school longer than they have remained in the past. The junior college is education's answer to society's quest.<sup>98</sup>

The junior colleges are contributing much to our educational progress as a nation. They are furnishing opportunities for further education to thousands of our boys and girls whose circumstances prevent them from leaving home. They are making modifications in their offerings which cannot be made so successfully by established institutions with programs already developed. They are relieving the colleges from an embarrassing influx of that large majority of students who are looking forward to early vocational pursuits. . . . They are developing vital centers of the democratic spirit.<sup>99</sup>

It is certain that we will never maintain our democracy unless we preserve and develop it in our local communities. Here is the supreme task of the junior college. The junior college, barring a few exceptions, is a community institution. It is equipped for making a contribution in this field which cannot be made so successfully by those liberal colleges which are, or are aspiring to become, institutions with national appeal. The junior colleges are developing their programs in terms of the immediate needs of the people. . . . We can have a nation unified by the principles of democracy if we can have our communities unified by the principles of democracy. Democracy was born in the community. It will function there or not at all. The junior college is challenged to work out in the crucible of experience this philosophy of education.<sup>100</sup>

The junior colleges of America are called to a great task. It doth not yet appear what shall be, but from the multitude of investigations now being made into the nature of adolescence, it is to be hoped and expected that this area of our educational endeavors will be enriched greatly. Since the junior college is essentially a community institution,

<sup>97</sup> *Junior College Journal* (October, 1940), 11:64.

<sup>98</sup> *Ibid.*, 10:24.

<sup>99</sup> *The American Colleges and the Social Order*, Macmillan, New York, 1940, p. 224.

<sup>100</sup> *Ibid.*, p. 226.

it will be more and more a terminal institution for the great mass of its students.<sup>101</sup>

VIERLING KERSEY, *former State Superintendent of Public Instruction, California*

The most important educational accomplishment in the field of junior college education in the state of California is that which is being recorded by certain institutions which have developed technical courses and semiprofessional courses while devising curricula which point to the acceptance by the junior college of the theory that its important function is to provide for the needs of those individuals who may not go on to higher institutions and who soon determine not to do so.<sup>102</sup>

J. O. MALOTT, *former Specialist in Commercial Education, United States Office of Education*

Recent studies emphasize the fact that the need for terminal commercial curricula on the junior college level is many times greater numerically than the need for four-year curricula in the collegiate schools of commerce. As a result, an increasingly large number of junior colleges are offering terminal curricula for commercial students. The chief effort today is directed toward upgrading secretarial training and other terminal curricula rather than toward radical changes from the traditional content and organization of secondary education. This upgrading trend is in harmony with the growing demand for persons with junior college standards of business training.<sup>103</sup>

CHESTER ROWELL, *former Editor, San Francisco Chronicle; Member American Youth Commission*

Junior colleges serve two purposes. One is to round out the general education of those who do not propose to go on to specialized university work, and to provide a complete training—not a university preparatory one—in certain vocational lines, preferably in those occupations in which there are local opportunities for employment. The other is to do, locally, "lower division" work corresponding to the first two years of the university, for those who cannot yet meet university entrance requirements, or who, for family or financial reasons,

<sup>101</sup> *Ibid.*, p. 228.

<sup>102</sup> *Junior College Journal* (February, 1931), 1:240.

<sup>103</sup> Biennial Survey of Education, 1928-30, United States Office of Education, *Bulletin* No. 20 (1931), Washington, D.C., pp. 221-2.

would better do it nearer home. For the first of these purposes there is no substitute for the junior college. For the second, it is a very valuable collaborator and supplement for the university.<sup>104</sup>

J. W. STUDEBAKER, *United States Commissioner of Education*

The college must recognize that even though "making a life" is the primary purpose of the college, no college can succeed which turns out students who are unable to make a living. Making a living is the *sine qua non* of making a life. The college which stands aloof from the responsibility of equipping its students to make a living is not meeting its most important obligation.<sup>105</sup>

GEORGE F. ZOOK, *President, American Council on Education*

[For additional statements by Dr. Zook see Chapter X.]

It seems to me the main function of the junior college is to carry on and complete general education.<sup>106</sup>

The junior colleges and the senior colleges have one thing in common, namely, a deep obligation to invent and to set up curricula which continue and complete the student's general education.<sup>107</sup>

I am convinced that with the increasing tendency to defer the employment of youth until the late teens or early twenties it is usually better to defer specific vocational training to the period immediately prior to possible employment. In many if not most cases this can be accomplished best in the junior college period when young people are two years older than when they are in high school.<sup>108</sup>

### Reports of Educational Surveys

#### PRESIDENT'S ADVISORY COMMITTEE ON EDUCATION

The needs of the economic order clearly point to the junior college period as the time when a large amount of vocational education should be given. Relatively few employers are willing to hire young people before they reach the age of 18, the customary age of high school graduation. Twenty years of age, corresponding to the end of the period of junior college attendance, is coming to be recognized as the desirable level for entering full-time employment for a large part of the population. The principle of giving the vocational preparation

<sup>104</sup> *Junior College Journal* (January, 1934), 4:194.

<sup>105</sup> *Ibid.*, 9:369.

<sup>106</sup> *Norish Central Association Quarterly* (October, 1938), 13:197.

<sup>107</sup> *Ibid.*, 13:197-8.

<sup>108</sup> *Junior College Journal* (April, 1939), 9:353.

as close as possible to the time of entrance on the employment in which it will be used indicates the necessity for advancing vocational education, especially in specific skills, to the junior college period for a considerable part of the population.<sup>109</sup>

There is obvious need for the stimulation of further opportunities for vocational preparation in the junior college as well as for general stimulation to increase the number of institutions of this type available throughout the country. Such development would parallel the influence exerted on high school offerings by the Smith-Hughes Act during the past 20 years. A few junior colleges already have demonstrated the value of terminal courses that prepare for entrance to the various occupations open to those with this level of training. The specific types of vocational training which seem suitable to the junior college level include homemaking, distributive occupations, office occupations, the more highly skilled trades and industries, and the semiprofessional occupations. Technological training, such as junior engineering, offers important opportunities, and technical institutes set up on the junior college level can supply occupational training of many types.<sup>110</sup>

Vocational education immediately should precede entrance upon the occupation. . . . Much of vocational education should be restricted to the later years of the secondary school and the junior college.<sup>111</sup>

The schools should care for all youth up to 20 years of age who can profit from specialized preparation for occupations of nonprofessional type.<sup>112</sup>

#### ARKANSAS

The local junior colleges . . . should direct the major portion of their energies to the education of students who look forward to a maximum of two years of college work prior to entry upon some form of gainful occupation. Studies should be made to discover the demand that exists or that can be created for graduates of the junior colleges in the fields of business, commerce, trades, and semiprofessional occupations, and curricula should be designed to provide the training required by such positions. A cooperative employment and

<sup>109</sup> *Vocational Education*, The Advisory Committee on Education, Staff Study No. 8, p. 196.

<sup>110</sup> *Ibid.*, pp. 196-7.

<sup>111</sup> *Ibid.*, p. 239.

<sup>112</sup> *Junior College Journal* (January, 1939), 9:168.

placement service for junior college graduates well may supplement the educational preparation provided by the junior colleges.<sup>113</sup>

#### CALIFORNIA

The Commission recommends that it be the policy of the State Board of Education to recognize that the system of junior college education properly may include groups of functions or services, five in number, as follows:

a. Curriculum for Social Intelligence—A curriculum devised to give the student about to complete his general education a unitary conception of our developing civilization. This curriculum should be provided in all institutions offering education on a junior college level. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization.

b. Specialized Vocational Curricula—A group of specialized vocational curricula more advanced than those offered in the high school, aimed to care for the needs of those registrants who will probably soon terminate their schooling to enter the occupations.

c. Preprofessional curricula. . . .

d. Pre-academic curricula. . . .

e. Adult education. . . .<sup>114</sup>

Whether or not other curricula are offered, this curriculum in social intelligence should be. Analysis of the desires and intentions of most parents and students, as revealed by enrollment figures and interviews, indicate that this curriculum should enroll a large majority of the students on the junior college level. Here should be enrolled many students now taking university preparatory courses. . . . Here also should be enrolled those who plan to spend only two years, more or less, in further schooling, save those whose interests or economic situation make it preferable to enroll in specialized vocational courses. Moreover, here should be enrolled many students who have fled from detailed courses in arts and sciences, which are really only senior college preparatory courses for specialized advanced work in the university, to the vocational courses which interest them, without, however, being motivated by a chosen life career.

The new curriculum for social citizenship, recommended as the

<sup>113</sup> *Survey of State-Supported Institutions of Higher Learning in Arkansas*, United States Office of Education Bulletin No. 6 (1931), Washington, D.C., p. 136.

<sup>114</sup> *State Higher Education in California*, Report of the Carnegie Foundation for the Advancement of Teaching, Recommendations of the Commission of Seven (June 24, 1932), Sacramento, California, pp. 35-9.

future central core of junior college work, will differ markedly from university preparation in its purpose, scope, selection of material, and method of approach. . . . The courses will tend to organize knowledge and intelligence for effective social behavior rather than for the intense and detailed mastery required for professional or avocational scholarship. They will be presenting major bodies of important fact in their relations to each other in a whole, rather than resolving them into their precise details through minute analysis. Orientation and summary gain a new importance. The organization of the curriculum often will disregard normal academic subject boundaries. Certain aspects of civilized life, highly valued in cultured, social living, which are omitted or subordinated in the ordinary academic curriculum, will be added or made important. Literature, as contrasted with languages, will be emphasized. Music and the visual arts will be given a new recognition. Since the purpose will be appreciation of social values as well as of scientific facts, the methods of teaching and learning will be more varied than in traditional university courses. In the sciences, demonstration will become very much more general and more varied in its application.<sup>115</sup>

The public—parents and students in particular—should be made fully cognizant of the fact that general education, liberal and social in its main intent, really completes its school provisions at the end of the junior college.<sup>116</sup>

When junior college management looks upward to the university to discover its functions, its point of view, its procedures, and its social philosophy, it creates the largest possible gap between itself and the community high school, whereas it ought to be looking outward upon the community and its life to discover how all its unselected and different kinds of students may be educated to intelligent cooperation and useful membership in society.<sup>117</sup>

The junior college has a distinct and important field, and the years of forced unemployment and complexity of modern life are making its cultivation increasingly urgent. A considerable part of the graduates of our high schools, while disinclined toward the industrial trades, are not adapted to advanced academic studies. They should not go to a liberal arts college or university; they will not go to a

<sup>115</sup> *Ibid.*, p. 36.

<sup>116</sup> *Ibid.*, p. 26.

<sup>117</sup> *Ibid.*, p. 43.



trade school; yet some way must be found to meet their needs. They should have an opportunity to acquire some training which has economic value. In addition, they should have some understanding of the social, economic, and industrial conditions of the modern world and of the background of their history, to make them adjustable to its rapidly changing conditions. Finally, they should be introduced to interests which will give meaning and value to their leisure time. Training for these three objectives would seem to be the major function of the junior college.<sup>118</sup>

#### CALIFORNIA, *Siskiyou County*

A junior college in Siskiyou County should provide opportunity for high school graduates and nonhigh school graduates, not interested in professional training requiring a complete college education, to take terminal or semiprofessional courses in certain fields.<sup>119</sup>

#### LOUISIANA

Junior colleges should provide three types of post-high-school education. First, they should offer the usual spread of basic courses for students planning to continue their education in colleges of liberal arts or professional schools. Second, they should provide a program of nonspecialized terminal education for students who want more education than the high school provides, but less than a full college course. The successful completion of such a program of general education should prepare students for an effective life in our modern complex American culture by giving them an understanding of human nature, of social and economic conditions in this society, and of the physical universe in which they live. Third, junior colleges should offer a variety of semiprofessional or vocational programs for students whose interests and abilities incline them in this direction rather than toward an academic program of the older type.<sup>120</sup>

#### MASSACHUSETTS

The following outline of a plan for a system of junior colleges, embodying the results of experience in other states and adhering as closely as possible to the educational practice of Massachusetts, is

<sup>118</sup> California State Council on Educational Planning and Coordination, report in *Junior College Journal* (February, 1935), 5:321.

<sup>119</sup> *Junior College Survey of Siskiyou County, California*, Nicholas Ricciardi, Ira W. Kibby, William Martin Proctor, and Walter C. Eells, Yreka, California (July, 1929), p. 81.

<sup>120</sup> *Louisiana State University: A Survey Report*, American Council on Education, Washington, D.C., 1940, p. 44.

suggested as a basis for discussion . . . [9 points] 6. Junior colleges may give the first two years of college work in liberal arts and sciences and such other courses of study of two years or less in length as the needs of the community seem to demand, subject to the approval of the State Department of Education. They may include vocational, technical, commercial, and homemaking courses of study.<sup>121</sup>

There are, therefore, three general fields of work for the junior colleges. . . . Short completion courses of two years or less in length, based on high school graduation, which are intended to fit young men and women for certain responsible fields of work below the professional grade but above that of the skilled laborer.<sup>122</sup>

### MISSOURI

There are two promising fields of major usefulness for the junior college. . . . The second field is the provision of vocational education of a limited technical nature, designed for certain of the lower- or middle-level vocations, such as drafting, contracting, certain forms of business, etc., and given in such a way and with such an approach as will provide emphasis for the fundamental elements of social education. The objective of efficient and useful citizenship in the present highly complex social, political, and economic scheme should be kept continually in the foreground. The junior colleges of Missouri are now at the point when they should give consideration to the desirability of entering upon the second of these fields of service.<sup>123</sup>

### MISSOURI, *Kansas City*

The Committee believes that it is the desire of the citizens of the Kansas City School District that junior college education shall be provided for all of the students in the Kansas City School District who graduate from high school and who desire higher liberal arts studies preparatory to entrance into senior college at the University of Kansas City or elsewhere, and that for students who do not expect to go on with senior college work, there should be available higher liberal arts courses of a two-year terminal character, pre-professional training, and semiprofessional occupational and voca-

<sup>121</sup> *Report of a Fact-Finding Survey of Technical and Higher Education in Massachusetts*, Boston, 1923, pp. 261-2.

<sup>122</sup> *Ibid.*, p. 256.

<sup>123</sup> *Report to the State Survey Commission on Publicly Supported Higher Education in the State of Missouri*, Teachers College, Columbia University, New York, 1929, pp. 419-52.

tional courses fitting them to enter life and business more adequately prepared for earning a living, for citizenship, and for realizing greater benefits and satisfaction from our modern civilization.<sup>124</sup>

#### MISSOURI, *St. Louis*

Supplementing the program of general education, there should be offered a program in occupational training and adjustment. Vocational education, beginning in late adolescence, should provide a broad program of training designed to meet the vocational needs of all who do not secure technical and professional training in institutions of higher learning. The program should be adjusted to the requirements of students of all levels of ability and should be provided in terms of the complete occupational pattern of the community. . . . In planning the program in general education it is particularly important to recognize that occupational training and adjustment are not peculiar needs of certain students and general education of others, but that all students require a general education whether they are preparing for advanced study in higher institutions or for entrance into an occupation. Vocational education and general education, consequently, must be planned as two phases of an educational program, each complementing the other. Vocational education must not supplant general education nor must general education curtail a desirable emphasis on vocational opportunities.<sup>125</sup>

#### NEW JERSEY

Thousands of other young people, and the number will increase, are finding it exceedingly difficult, if not impossible, to secure, after high school graduation, early employment under our economic system. The Federal government has recognized this condition and has established the Civilian Conservation Corps with their programs of education. For these potential citizens—our recent high school graduates—many other types of advanced educational opportunities will need to be provided, if only for the safety of the state itself. Institutions such as the junior college will be primarily concerned with the fuller development of civic and social intelligence. At the same time they will offer many diversified types of work to meet the needs of short-time as well as long-time enrollment.<sup>126</sup>

<sup>124</sup> Report of the Committee of Citizens Concerning the Results of Studies Relating to Junior College Education in the Junior College of Kansas City, in *Junior College Journal* (January, 1940), 10:257.

<sup>125</sup> *Report of a Survey of the Public Schools of St. Louis, Missouri*, Bureau of Publications, Teachers College, Columbia University, 1939, pp. 35-6.

<sup>126</sup> New Jersey State Board of Regents, *Fifth Annual Report*, February, 1934.

## PENNSYLVANIA

The committee further believes that, if so developed and administered, the junior college will be concerned primarily with terminal programs designed to prepare for service in the trades and vocations peculiar to the community in which it is located, and that instruction in duplication of the two-year collegiate program will prove of secondary and diminishing importance.<sup>127</sup>

## UTAH

There should be established in connection with each such institution (junior college) a local advisory board. . . . Such an advisory board, which should include leading citizens, would study carefully the development of the educational program, particularly the appropriate semiprofessional and technical courses for students who do not plan to continue their formal education beyond the fourteenth grade, and would plan services in the general area of adult education.<sup>128</sup>

## WASHINGTON

Vocational education, while still in its early development, has so abundantly justified itself in the beginnings already made and has such great promise of enlarged individual, social, and economic usefulness that our people should be prepared to encourage its extension. There are many indications that a more realistic and practical education, varied and adapted to the needs and aptitudes of the student, is the next major development in education. Further extension of vocational education, either in the junior college or under the 6-4-4 plan of public school organization, is suggested by the Council to march hand in hand with this practical trend. . . . Vocational education is unduly held back because it is somewhat more expensive than academic education. Classes must be smaller, more individual attention must be given to the student, placement service must be furnished to the graduate, and equipment must be provided. But the values to the state are such that we must advance and extend such a program as rapidly as means will permit.<sup>129</sup>

<sup>127</sup> Report of a Committee of the Association of College Presidents of Pennsylvania, in *Junior College Journal* (April, 1935), 5:373-4.

<sup>128</sup> *Public Higher Education in Utah: A Survey Report*, American Council on Education, Washington, D.C., 1940, p. 9.

<sup>129</sup> *A Survey of the Common School System of Washington*, Washington State Planning Council, 1938, p. 57.

# APPENDIX

## Table IX. GEOGRAPHICAL ORIGIN OF STUDENTS—PUBLIC JUNIOR COLLEGES

## Table X. GEOGRAPHICAL ORIGIN OF STUDENTS— PRIVATE JUNIOR COLLEGES

### SAMPLE OF PERSONAL LETTER SENT TO HEADS OF ALL JUNIOR COLLEGES IN CONNECTION WITH STUDY REPORTED IN CHAPTER IV

### SAMPLE OF PERSONAL LETTER SENT TO SIX GROUPS OF EDUCATORS IN CONNECTION WITH STUDY REPORTED IN CHAPTER IV

### WHY JUNIOR COLLEGE EDUCATION? FORTY POINTS OF VIEW

Suggestions for discussion and formulation of a working philosophy of junior college education by members of a junior college faculty.

NOTE: This 20-page booklet has been prepared as a basis for faculty discussion groups, university classes in junior college organization, or summer workshops. Extra copies, together with report blanks and a graphic summary form may be secured from the office of the American Association of Junior Colleges, 730 Jackson Place, Washington, D.C.

Table IX. GEOGRAPHICAL ORIGIN OF STUDENTS—PUBLIC JUNIOR COLLEGES

State	No. of institutions reporting	Total No. of students	Number of students whose home is in				
			Same city, county, district	Same state	Adjacent states	Other states	Foreign countries
<b>Totals.....</b>	<b>210</b>	<b>102,288</b>	<b>79,952</b>	<b>18,330</b>	<b>1,600</b>	<b>2,069</b>	<b>337</b>
<b>New England.....</b>	<b>0</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>
Connecticut.....	0	—	—	—	—	—	—
Maine.....	0	—	—	—	—	—	—
Massachusetts.....	0	—	—	—	—	—	—
New Hampshire.....	0	—	—	—	—	—	—
Vermont.....	0	—	—	—	—	—	—
<b>Middle States.....</b>	<b>5</b>	<b>760</b>	<b>562</b>	<b>183</b>	<b>11</b>	<b>3</b>	<b>1</b>
Dist. of Columbia.....	0	—	—	—	—	—	—
Maryland.....	0	—	—	—	—	—	—
New Jersey.....	0	—	—	—	—	—	—
New York.....	0	—	—	—	—	—	—
Pennsylvania.....	5	760	562	183	11	3	1
<b>North Central.....</b>	<b>113</b>	<b>35,719</b>	<b>29,484</b>	<b>5,230</b>	<b>692</b>	<b>289</b>	<b>24</b>
Arizona.....	2	1,036	946	63	16	11	0
Arkansas.....	6	2,008	1,011	939	43	14	1
Colorado.....	2	788	684	81	17	5	1
Illinois.....	7	9,232	9,149	78	2	2	1
Indiana.....	1	151	116	14	21	0	0
Iowa.....	23	1,873	1,690	150	18	15	0
Kansas.....	14	4,463	3,546	714	158	44	1
Michigan.....	9	3,419	3,070	305	28	10	6
Minnesota.....	12	2,759	2,348	338	52	18	3
Missouri.....	9	3,266	3,044	154	54	14	0
Nebraska.....	2	292	232	47	8	4	1
New Mexico.....	1	288	22	42	99	117	8
North Dakota.....	2	656	186	401	61	8	0
Ohio.....	0	—	—	—	—	—	—
Oklahoma.....	21	4,416	2,634	1,674	88	18	2
South Dakota.....	0	—	—	—	—	—	—
West Virginia.....	1	378	169	180	24	5	0
Wisconsin.....	1	694	637	50	3	4	0
<b>Southern.....</b>	<b>48</b>	<b>15,924</b>	<b>8,462</b>	<b>6,767</b>	<b>485</b>	<b>197</b>	<b>13</b>
Alabama.....	1	395	78	305	7	5	0
Florida.....	1	96	93	0	1	2	0
Georgia.....	11	3,839	1,437	2,214	137	43	8
Kentucky.....	2	274	223	43	4	4	0
Louisiana.....	1	451	262	146	26	17	0
Mississippi.....	10	3,024	1,632	1,172	143	74	3
North Carolina.....	1	173	173	0	0	0	0
South Carolina.....	0	—	—	—	—	—	—
Tennessee.....	1	337	80	253	3	1	0
Texas.....	20	7,335	4,484	2,634	164	51	2
Virginia.....	0	—	—	—	—	—	—
<b>Northwest.....</b>	<b>8</b>	<b>3,592</b>	<b>2,043</b>	<b>1,382</b>	<b>104</b>	<b>59</b>	<b>4</b>
Idaho.....	2	1,415	612	689	69	44	1
Montana.....	1	375	114	253	1	4	3
Oregon.....	0	—	—	—	—	—	—
Utah.....	5	1,802	1,317	440	34	11	0
Washington.....	0	—	—	—	—	—	—
<b>Western (California).....</b>	<b>36</b>	<b>46,293</b>	<b>39,401</b>	<b>4,768</b>	<b>308</b>	<b>1,521</b>	<b>295</b>

Table X. GEOGRAPHICAL ORIGIN OF STUDENTS—PRIVATE JUNIOR COLLEGES

State	No. of institutions reporting	Total No. of students	Number of students whose home is in				
			Same city, county, district	Same state	Adjacent states	Other states	Foreign countries
<b>Totals.....</b>	<b>222</b>	<b>36,091</b>	<b>14,555</b>	<b>11,198</b>	<b>4,778</b>	<b>5,351</b>	<b>209</b>
<b>New England.....</b>	<b>21</b>	<b>4,063</b>	<b>2,018</b>	<b>730</b>	<b>663</b>	<b>630</b>	<b>22</b>
Connecticut.....	7	1,644	1,299	307	19	19	0
Maine.....	3	445	268	87	74	14	2
Massachusetts.....	6	1,205	368	221	223	377	16
New Hampshire.....	2	396	13	38	179	162	4
Vermont.....	3	373	70	77	168	58	0
<b>Middle States.....</b>	<b>31</b>	<b>3,906</b>	<b>1,798</b>	<b>647</b>	<b>507</b>	<b>924</b>	<b>30</b>
Dist. of Columbia.....	4	248	76	0	13	154	5
Maryland.....	7	941	309	88	158	373	13
New Jersey.....	3	739	468	169	88	12	2
New York.....	6	698	159	199	102	236	2
Pennsylvania.....	11	1,280	786	191	146	149	8
<b>North Central.....</b>	<b>63</b>	<b>9,422</b>	<b>3,390</b>	<b>2,411</b>	<b>1,781</b>	<b>1,803</b>	<b>37</b>
Arizona.....	0	—	—	—	—	—	—
Arkansas.....	1	115	20	93	1	1	0
Colorado.....	2	375	147	94	87	47	0
Illinois.....	10	2,378	1,602	346	141	282	7
Indiana.....	1	54	52	2	0	0	0
Iowa.....	8	991	406	263	163	152	7
Kansas.....	7	616	216	175	138	84	3
Michigan.....	2	93	36	46	8	2	1
Minnesota.....	4	254	52	80	67	50	5
Missouri.....	11	3,340	405	788	1,045	1,093	9
Nebraska.....	3	229	107	74	27	19	2
New Mexico.....	0	—	—	—	—	—	—
North Dakota.....	0	—	—	—	—	—	—
Ohio.....	2	231	92	124	7	6	2
Oklahoma.....	3	180	68	92	4	16	0
South Dakota.....	4	314	101	168	32	12	1
West Virginia.....	1	79	32	6	16	25	0
Wisconsin.....	4	173	54	60	45	14	0
<b>Southern.....</b>	<b>89</b>	<b>15,954</b>	<b>5,516</b>	<b>6,811</b>	<b>1,705</b>	<b>1,840</b>	<b>82</b>
Alabama.....	5	724	230	287	118	88	1
Florida.....	4	937	527	319	6	83	2
Georgia.....	6	1,038	196	674	153	10	5
Kentucky.....	10	1,814	810	853	69	80	2
Louisiana.....	1	72	48	8	12	4	0
Mississippi.....	6	587	198	205	76	106	2
North Carolina.....	19	4,323	1,049	2,445	470	327	32
South Carolina.....	7	810	541	201	43	25	0
Tennessee.....	8	1,768	450	578	386	348	6
Texas.....	11	1,670	731	855	42	28	14
Virginia.....	12	2,211	736	386	330	741	18
<b>Northwest.....</b>	<b>10</b>	<b>1,901</b>	<b>1,511</b>	<b>242</b>	<b>90</b>	<b>51</b>	<b>7</b>
Idaho.....	0	—	—	—	—	—	—
Montana.....	0	—	—	—	—	—	—
Oregon.....	2	630	437	133	43	14	3
Utah.....	1	160	88	34	30	8	0
Washington.....	7	1,111	986	75	17	29	4
<b>Western (California).....</b>	<b>8</b>	<b>845</b>	<b>322</b>	<b>357</b>	<b>32</b>	<b>103</b>	<b>31</b>

American Association of Junior Colleges  
COMMISSION ON JUNIOR COLLEGE  
TERMINAL EDUCATION

730 Jackson Place, Washington, D.C.

September 20, 1940

Preliminary studies of our Commission indicate that less than half of the students who enroll in junior colleges graduate from them; that less than half of the graduates enter any other higher educational institution. It is evident that the junior college is a "terminal" institution for a great majority of its students. How adequately is it meeting the needs of this important and rapidly increasing group of terminal students?

So important is this question that the Commission has decided to secure the judgments of a selected group of educational leaders, including junior college, senior college, and university presidents on this and related questions. We will appreciate it if you will answer as fully as you care to the questions on the enclosed blank and return it to me if possible before October 1. An extra copy is enclosed for your files. Results will be summarized for publication, without names being indicated, and will be of material help to the Commission in determining its policies in this important study.

The Commission also wishes to secure the judgments of a group of representative business and professional men in junior college communities on these same questions. Will you therefore also send me, before October 1, the addresses of five of the most outstanding leaders in your community or constituency,—editors, businessmen, ministers, lawyers, physicians, chairman of your board—your own selection of the five most prominent and competent men or women who know something of the significance of the junior college movement in your locality.

As soon as this list is received we will send a similar blank to them asking for their judgments.

With appreciation for your anticipated cooperation in making this phase of the Terminal Study a success.

Very truly yours,

WALTER C. EELLS  
*Director*



American Association of Junior Colleges  
COMMISSION ON JUNIOR COLLEGE  
TERMINAL EDUCATION

730 Jackson Place, Washington, D.C.

October 1, 1940

According to Commissioner of Education, J. W. Studebaker, the junior college is the fastest growing movement in American education today. The enrollment in the 600 junior colleges of the country, now in excess of 200,000 students, has more than doubled in the past seven years.

Preliminary studies indicate that less than half of the students who enroll in junior colleges graduate from them; that less than half of the graduates enter any other higher educational institution. It is evident that the junior college is a "terminal" institution for a great majority of its students. How adequately is it meeting the needs of this important and rapidly increasing group of terminal students?

So important is this question that the General Education Board has made a special grant to the American Association of Junior Colleges to study this and related questions on a nationwide basis. The personnel of the Commission organized for this purpose is indicated on this letterhead.

In view of rapidly changed and changing social, economic, political, and educational conditions, we wish to secure the considered judgments of some of the educational leaders of the country on a few important questions related to junior college terminal education.

We will appreciate it if you will answer as fully as you care to the questions on the enclosed blank, and return it as soon as possible. An extra copy is enclosed for your files. Results will be summarized for publication, without names being indicated, and will be of material help to the Commission in determining its policies in this important study.

With appreciation for your anticipated cooperation.

Very truly yours,

WALTER C. EELLS  
*Director*

SAMPLE OF PERSONAL LETTER SENT TO SIX GROUPS OF EDUCATORS IN  
CONNECTION WITH STUDY REPORTED IN CHAPTER IV

(Similar letter to labor union leaders and professional and businessmen  
except for adaptations in the fourth paragraph)



# WHY JUNIOR COLLEGE EDUCATION?

## FORTY POINTS OF VIEW

**Suggestions for Discussion and Formulation  
of a Working Philosophy of Junior College  
Education by Members of a Junior College Faculty**

Prepared by

WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

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2. Suggestions for Use
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  - J. Administration
5. Suggestions for Statement of Objectives

AMERICAN ASSOCIATION OF JUNIOR COLLEGES  
730 JACKSON PLACE, WASHINGTON, D. C.

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Adapted, with permission, from *Evaluative Criteria of Cooperative Study*  
of Secondary Schools

# 1. GUIDING PRINCIPLES

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Junior college curricula can be organized satisfactorily and judged fairly only in terms of each institution's own philosophy of education, its individually expressed purposes and objectives, the nature of the students with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part. In a democracy, the fundamental doctrine of individual differences is as valid for junior colleges as for individuals. Junior colleges do and should differ from each other markedly. All junior colleges, however, although they may differ in type, in location, in philosophy, in curriculum, and in other respects, have this element in common; they are institutions for transmitting our American heritage and our American democratic ideals.

It is essential, therefore, for each junior college to have a carefully formulated philosophy of education. The junior college should be free to determine this philosophy for itself as long as it is not in conflict with the principles and spirit of American democracy. It is desirable that the faculty should have an active part in the formulation of this philosophy. Each institution should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of the institution. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives developed from a sane educational philosophy a junior college is in danger of an aimless existence.

## 2. SUGGESTIONS FOR USE

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The procedures followed in the study and formulation of a junior college's philosophy of education will be most significant in affecting educational practice if they provide for the fullest participation of the faculty and extensive reading and discussion regarding basic principles. The preparation of the statement suggested on page 19 may well form the basis of an extended series of faculty meetings with assignments of specific responsibilities to individuals or committees. Some suggestions for such use are given here.

It should be noted that the forty groups of statements which form the body of this pamphlet are designed to secure the viewpoints of the junior college as a whole and of its individual faculty members concerning various aspects of educational philosophy—both general educational philosophy and particularly philosophy of junior college education. There is no implication that any particular answer in each group is the "right" one. Except in the case of No. 36, preferably only one item should be checked in each group—the one with which the individual is in *closest agreement* as a matter of fundamental belief with reference to his own institution regardless of actual practice in the institution. Undoubtedly the thoughtful instructor will want to modify or qualify many of the suggested answers. Such modifications or qualifications should form a fruitful basis for faculty discussions. The chief function of these forty groups of statements is not to secure a single statistical summary but to stimulate and guide thoughtful consideration and discussion of the principal elements of a complete philosophy of twentieth century junior college education.

At the initial faculty meeting it is suggested that each member of the faculty be given a copy of this booklet and an individual answer sheet with instructions to mark the answer sheet only. This sheet should first be marked to show the individual instructor's judgment, without conference, consultation, or discussion; then, in the second column, with his judgment of institutional practice for all items which apply. The individual answer sheets should then be collected, but the booklets should be retained by faculty members as a basis for later study.

At the next meeting a summary of these answer sheets should be ready for presentation to the faculty. This summary can best be prepared in graphic or tabular form and duplicated by mimeograph or hectograph or placed on the blackboard. A special form is available for graphic summary and presentation, with simple instructions for its use. If hectograph or blackboard is available, two colors for "judgments" and "practice" are desirable. At this meeting the following questions are suggested for consideration:

Which is the most progressive of the suggested alternatives in each group?

Why do individuals differ so much in their judgments?

Is judgment the result of misunderstanding, or guesswork, or impression, or opinion, or positive and thoughtful conviction?

If not the result of a definite conviction, based upon courses taken, discussion, reading, or contemplation, should not the judgment of the individual have a better basis?

Is it desirable to have such wide differences in judgment between different members of the faculty?

Is it desirable to have any differences in judgment between different members of the faculty?

Is it desirable to have closer agreement of opinions regarding institutional practice?

Is it desirable to refine judgments and work for closer agreement between judgment and institutional practice? If so, how can the faculty organize most effectively for these purposes?

It is suggested that at this meeting or immediately following it the faculty be organized for intensive study for several subsequent meetings. These meetings may well cover the greater part of a year. Separate committees consisting of one or more individuals should probably be appointed for each of the ten major fields covered by the forty items. One or more faculty meetings may well be devoted to a consideration of the work of each committee. This committee should be responsible for preliminary reading, discussion, and for presentation of its recommendations at the faculty meeting with plans for further discussion. If the summer vacation intervenes, individuals or committees should plan definite activity during the summer in the way of reading, conferences, summer school study, workshop participation, etc. One or more faculty meetings may well be devoted to each of the ten fundamental fields, curriculum, student activity program, etc., or if time requires condensation two or more of these topics may be considered at one meeting. Probably five meetings, however, should be the minimum for consideration of the various fields.

Committee consideration should result in a considerable amount of special reading on the part of committee members and of the entire faculty. On page 5 will be found a brief list of a dozen suggested sources which will be found particularly helpful. Preferably one copy of each of these volumes should be available for each 10 or 12 members of the faculty.

Following this series of meetings, the faculty should be asked to fill out another set of individual answer blanks, similar to the first ones. A comparison of summaries of the two sets should prove of great interest. Presumably the second set should show somewhat greater unanimity of judgment and somewhat closer agreement between composite institutional judgment and practice than was true for the first set.

Finally, through the agency of a committee or committees, with full further faculty consideration and refinement, a statement of the philosophy and objectives of the institution should be formulated. This statement should be one which would be suitable for publication in the junior college catalog and other literature of the institution.

### 3. SUGGESTED BIBLIOGRAPHY

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, *Youth Education Today*. Sixteenth Yearbook, National Education Association, Washington, D. C., 1938. 509 pp. \$2.00.

A thoughtful study of many phases of the status and problems of American youth today, and of the responsibilities of the school for their solution.

BELL, H. M., *Youth Tell Their Story: A Study of the Conditions and Attitudes of Young People in Maryland Between the Ages of 16 and 24*. American Council on Education, Washington, D. C., 1938. 273 pp. \$2.00.

Popular presentation of very significant study by American Youth Commission. Based upon personal interviews with over 13,000 young people. Implications of the study are nationwide.

COMMISSION ON REORGANIZATION OF SECONDARY EDUCATION, *Cardinal Principles of Secondary Education*. United States Bureau of Education, *Bulletin*, 1918, No. 35. Washington, D. C. 32 pp. Out of print.

Presentation of seven main objectives which have had widespread influence upon the reorganization of secondary education during the past twenty years.

DEWEY, JOHN, *Experience and Education*. Macmillan, New York, 1938. 116 pp. \$1.25.

A discussion of the implications for education of the scientific method. Challenging alike to progressive and conservative educators.

DOUGLASS, H. R., *Secondary Education for Youth in Modern America, A Report to the American Youth Commission*. American Council on Education, Washington, D. C., 1937. \$1.50.

A statement of underlying principles of secondary education, based on a consideration of the nature and needs of adolescent youth.

EDUCATIONAL POLICIES COMMISSION, *The Purposes of Education in American Democracy*. Educational Policies Commission, National Education Association, Washington, D. C., 1938. 157 pp. 50 cents.

A clear analysis and forceful statement of the nature of democratic processes and of the 43 objectives which should characterize education. These are arranged in four groups, objectives of self-realization, of human relationships, of economic efficiency, and of civic responsibility.

EDUCATIONAL POLICIES COMMISSION, *The Unique Function of Education in American Democracy*. Educational Policies Commission, National Education Association, Washington, D. C., 1937. 129 pp. 50 cents.

A study of the characteristics of the educational system which are essential if it is to serve as a safeguard of democracy.

EELLS, W. C., HOLLINSHEAD, B. S., MASON, E. F., AND SCHIFERL, M., *Present Status of Junior College Terminal Education*. American Association of Junior Colleges, Washington, D. C., 1941. 350 pp. \$2.50.

Covers development of terminal education, legal status, enrollments and offerings in major curricular fields, staff, library, guidance and related factors for some 500 junior colleges in all parts of the country. Includes 126 photographs of terminal educational activities.

EELLS, W. C., MASON, E. F., SNYDER, W. H., AND ZOOK, G. F., *Why Junior College Terminal Education?* American Association of Junior Colleges, Washington, D. C., 1941. 350 pp. \$2.50.

Includes statements of fundamental principles, discussion of changing social, economic, and educational factors, philosophy of terminal education, and need for terminal education as expressed in judgments of leading educators and laymen.

ENGLEMAN, L. E., AND EELLS, W. C., *The Literature of Junior College Terminal Education*. American Association of Junior Colleges, Washington, D. C., 1941. 336 pages. \$2.50.

Contains abstracts of more than 1800 carefully classified and fully indexed significant publications in the field of junior college terminal education from 1900 to 1941.

RAINEY, HOMER P., *How Fare American Youth?* American Council on Education, Washington, D. C., 1937. 186 pp. \$1.50.

An analysis of the more urgent problems facing American young people, prepared for the American Youth Commission by its Director.

## 4. FORTY POINTS OF VIEW

### A. FUNDAMENTAL CONCEPTS

1. The type of political organization most desirable for society is one in which—
  - a. The determination of policies is entrusted to specially trained personnel chosen by general election
  - b. Policies are determined by individuals selected by an electorate which is restricted on the basis of racial or economic status
  - c. All individuals share in the determination of policies in proportion to their abilities
  - d. All individuals have equal voice in the determination of policies
  - e. Individuals are completely subordinated to authority, and policies are determined by a minority group
2. The economic organization most desirable is one in which—
  - a. Individuals may retain the results of production on the assumption that public welfare will be benefited by their philanthropies
  - b. No restrictions are placed upon the right of an individual to amass wealth
  - c. Individuals may obtain wealth but are restricted by requirements of conservation of natural resources
  - d. All share equally in the products of labor and industry
  - e. Private enterprise is encouraged but with restrictions assuring the conservation of natural resources and with provisions for the distribution of a considerable portion of the results of production in the interests of the workers and of the general public
3. The social organization most desirable is one in which—
  - a. There are groups which have special social privileges because of hereditary family connections
  - b. Social position depends upon professional, religious, racial, or nationality status
  - c. All individuals have equal social status regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality
  - d. All individuals of the dominant racial or nationality group have equal social position regardless of economic, cultural, or intellectual qualifications
  - e. Social position is given to any individual who has achieved special distinction in his field
4. In a democracy the junior college should place most emphasis upon helping to prepare its students—
  - a. To make adjustments to present social and economic conditions
  - b. To participate in the reconstruction of society
  - c. To make adjustments to meet changing conditions



5. In a democracy free public education should be provided for—
  - a. All high school graduates who are not mentally or physically defective to such an extent that they cannot be educated with normal young people
  - b. Only those high school graduates of superior intellectual ability
  - c. Those high school graduates who can profit by a university preparatory, cultural, disciplinary program
  - d. Only those high school graduates of superior social or economic status
  - e. No high school graduates
6. In a democracy the financial support of junior college education should be primarily the responsibility of—
  - a. The state to a major degree
  - b. The federal or national government to a major degree
  - c. The local district with the state participating on an equalization basis
  - d. The patrons of the junior college through tuition fees
  - e. The community or district served by the junior college
7. Education is an enterprise involving many community agencies. As an important institution developed by society for education, the public school system, including the junior college, should—
  - a. Unify and administer many or all community educational agencies
  - b. Oppose any attempt on the part of any other agency to direct, parallel, or participate in the activities of the institution
  - c. Actively seek the advice and cooperation of community agencies in planning and carrying on the educational program of the community
  - d. Devote its energy to developing its own program regardless of the activities of other agencies
  - e. Welcome suggestions from and opportunities for cooperation with community agencies in the interests of a better educational program for the community
8. School attendance should be required by law for all students from the time they leave elementary school—
  - a. Until they are eighteen years of age
  - b. Until they complete a curriculum appropriate to their needs regardless of age
  - c. Until they are sixteen unless they can secure remunerative employment
  - d. Until they graduate from high school, regardless of age
  - e. Until they graduate from junior college, regardless of age
9. The junior college should adjust itself to the probability that increasingly commerce and industry will probably absorb the majority of young people—
  - a. Before graduation from high school
  - b. At or soon after graduation from high school (average age 18)
  - c. At or soon after graduation from junior college (average age 20)
  - d. At or soon after they receive the bachelor's degree (average age 22)
  - e. Regardless of educational level reached

## B. CURRICULUM

10. The most desirable theory with respect to individual differences among students requires that the junior college should—
  - a. Attempt to discover only the most conspicuous differences among students and provide development of the traits involved
  - b. Study each student to discover his particular traits and abilities as a basis for his own curriculum
  - c. Assume that students are sufficiently similar in abilities and needs to profit from a common program
11. Junior college students should—
  - a. Have no part in determining the content and activities which constitute their junior college experiences
  - b. Have some part in determining the content and activities which constitute their junior college experiences
  - c. Have a large part in determining the content and activities which constitute their junior college experiences
  - d. Be free to determine completely their own junior college activities and experiences
12. The offerings of the junior college should be organized in terms of—
  - a. Conventional subject matter fields as categories under which college experiences should be classified
  - b. Areas of student interest in terms of functional experiences, irrespective of conventional subject matter classifications
  - c. Conventional subject matter classifications with definitely planned correlation of subjects so as to insure consideration of the total experience of each student
13. The offerings of the junior college should be planned chiefly with a view to—
  - a. Provision for as wide a range of non-academic needs as the usual university upper division transfer requirements of its area permit
  - b. The discovered developmental and adjustment needs of its students regardless of their future academic plans
  - c. Preparation for advanced studies in universities or other higher educational institutions
  - d. Provision for training in specialized vocations in addition to preparation for upper division transfer

14. The educational program of the junior college should be concerned primarily with—
  - a. Experiences which are valuable to students at the time they experience them
  - b. Preparation for activities of adult value with little consideration of immediate student interests
  - c. Selected experiences which students find interesting but whose major value is in adult life
15. The responsibility of the junior college for assisting in the development of well-rounded student personalities requires—
  - a. Individual differentiation, together with social integration
  - b. Exploration of the students' abilities together with social integration and some differentiation
  - c. Chief concern for unifying the individual with society
  - d. Exploration of student ability, revelation of social heritage, and guided differentiation, all within a broad pattern of social integration
16. The junior college should develop and adjust its curriculum and its general educational program chiefly to meet the needs of students—
  - a. Who expect to continue their formal education after graduation from the junior college
  - b. Who expect to complete their formal education with graduation from the junior college
  - c. Who will drop out of junior college before graduation
  - d. As a group, regardless of their future educational intentions or prospects
17. For students enrolling in terminal curricula of the vocational type, the best balance, in terms of units or semester hours, of *general* elements (cultural, civic, social intelligence) and *semiprofessional* elements (occupational, vocational, technical) is about—
  - a. One-fourth, general; three-fourths, semiprofessional
  - b. One-half, general; one-half, semiprofessional
  - c. Three-fourths, general; one-fourth, semiprofessional
  - d. Some other proportion
  - e. No general policy

### C. STUDENT ACTIVITY PROGRAM

18. In a well organized student activity program—
  - a. Students should be free to initiate plans, subject to a sponsor's approval
  - b. Students should be free to carry on their own activities, but with some faculty direction
  - c. There should be close faculty supervision to insure desirable outcomes
  - d. Students and sponsors should develop plans cooperatively
  - e. The emphasis should be placed on student initiative; the sponsor should remain in the background, giving advice or assistance only when requested
19. In choosing leaders for the various student activities—
  - a. Students should be unrestricted in the election of leaders
  - b. Election of leaders should be from a list of qualified students which has been made up by the administrative head of the junior college or by the sponsor
  - c. Qualified student representatives should, in general, be selected by the faculty or administrative head of the junior college
  - d. The junior college should establish minimum qualifications for leadership, but students should be free to make their own selections of leaders
  - e. Leaders should be elected by students but subject to the approval of the sponsor or administrative head of the junior college
20. The administrative head and faculty of a junior college should—
  - a. Encourage student activities to supplement the curriculum and make definite provision for sympathetic supervision to insure desirable outcomes
  - b. Oppose expansion of the student activity program and seek to divert the interest of students to classroom activities, since these represent the real purpose of the school
  - c. Seek to eliminate the dividing line between classroom and student activities; any project which has promise of contributing to students growth should be encouraged and faculty assistance should be provided without distinction of "classroom work" from "student activities"
  - d. Tolerate student activities as long as they do not interfere with classroom work; the responsibility of administrative head and faculty is chiefly one of control, with a view to reducing overemphasis and limiting abuses

## D. LIBRARY SERVICE

21. The junior college library should be a place—
  - a. Where students learn to find and use materials needed in their study
  - b. Where students may secure or use materials which have been found for them by a trained librarian
  - c. Where books are safely preserved
  - d. Where trained personnel not only help students and faculty to find and use materials needed in their study but also feel a responsibility for stimulating leisure time and independent reading interests of students and faculty, particularly of those students who will not continue their formal education elsewhere
  - e. Which is used primarily as a study hall but in which some reference books are kept
  
22. Library needs of junior college students can be most satisfactorily met by—
  - a. Supplementary textbooks available in each classroom with no central library
  - b. A central general library in the institution with a representative collection of materials for general college use
  - c. A small central library in the institution dependent upon supplementary loan collections available from public and other libraries
  - d. A college library so planned and equipped as to serve both college and community needs
  - e. Classroom collections of textbooks supplemented by a small central reference library

## E. GUIDANCE SERVICE

23. In carrying out the guidance function of the junior college it is desirable that—
- a. The student and counselor or other faculty member discover cooperatively the characteristics and needs of the student and decide the specific experiences to be provided
  - b. The curriculum of the student be determined by one or more members of the staff in terms of the inherent or traditionally assumed value of the subjects involved
  - c. The needs and characteristics of each student be discovered and one of the college's curricula be selected by a counselor or other faculty
  - d. The needs and characteristics of each student be discovered and one of the college's curricula be selected cooperatively by student and counselor or other faculty
24. In relation to lower and higher educational institutions, the junior college should—
- a. Give attention to provisions for articulation—it should convey to the lower school adequate information about its offerings and procedures in order that prospective students may make appropriate preparation and should see that similar information from higher education institutions
  - b. Make definite provision for effective articulation—this should involve not only information about the junior college but cooperative efforts toward mutual understanding and toward elimination of conditions which make student adjustment difficult
  - c. Have no special responsibility for articulation—as a self-contained unit it should develop its own program in terms of the assumed needs of its students and leave other educational institutions to do the same
25. The junior college should—
- a. Assume responsibility for assisting students to make appropriate educational plans, both of courses in junior college and of subsequent academic careers—it should leave other phases of guidance to the home or other agencies
  - b. Assume responsibility for assisting students in all phases of personal adjustment—the institution's guidance function includes educational, vocational, social, recreational, and other phases
  - c. Assume no responsibility for guidance of students, in order to avoid dissipation of energies which should be devoted to assuring a thorough mastery of junior college studies
  - d. In addition to educational guidance, provide assistance to students in making appropriate vocational choices—but other phases of guidance should be left to the home or other agencies

## F. INSTRUCTION

26. Within the classroom the junior college instructor should—
- Treat each student as an individual and assist him in achieving the maximum development of which he is capable in the given field
  - Devote his attention to helping all students to attain a reasonable minimum standard of achievement
  - Encourage the more able students to exceed this minimum, following their individual interests
27. Learning in the junior college is promoted most effectively by participation in activities which—
- Require problem solving procedures, or reflective thinking, generalization, and application, with incidental direction of emotional response
  - Involve some elements of habit and skill as well as much emphasis upon purely intellectual processes
  - Are primarily of an intellectual nature, dealing with individual mastery of symbols and abstractions
  - Provide consciously for the emotionalized aspects of experience as well as for the intellectual and the motor aspects
28. The efficiency of the instructional processes of a junior college is promoted best by a type of supervision in which—
- Programs and procedures are determined cooperatively ; the supervisory head serves chiefly as an expert adviser and guide
  - The supervisory head determines programs and procedures; he then inspects and directs instructional activities in order to insure conformity with these plans
  - The supervisory head determines programs and procedures; he then assists instructors in carrying them out
  - The supervisory head may be consulted, but the instructors are in no way restricted in making their own plans
  - There is no supervision. Each instructor is entirely responsible for his own instructional methods.

## G. OUTCOMES

29. The student should be taught—
- a. Both what to think and how to think
  - b. What to think rather than how to think
  - c. How to think rather than what to think
  - d. To recognize what is worth thinking about as well as how to think
30. Participation in the program of a junior college should result chiefly in—
- a. Acquisition of organized knowledge
  - b. Development of generalizations, appreciations, attitudes, and ideals in addition to the acquisition of knowledge, habits, and skills
  - c. Acquisition of knowledge, habits, and skills, with incidental attention to other values



## H. FACULTY

31. The final decision on the selection of instructors should be made by—
  - a. The board of control (board of trustees, board of education, school board, or other designation), accepting or rejecting the nominations of the responsible administrative head of the junior college
  - b. The responsible administrative head of the junior college, after consultation with heads of departments concerned; the board of control should only officially confirm the selection
  - c. The responsible administrative head of the junior college, accepting the nominations of faculty members or a selected group of faculty members; the board of control should only officially confirm the selection
  - d. The board of control, although it may seek advice from the responsible administrative head of the junior college
  - e. The board of control, without reference to the responsible administrative head of the junior college
32. In selecting the faculty of a junior college the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed—
  - a. Extensive subject matter preparation in the field to be taught with no consideration of professional preparation
  - b. A comprehensive and coordinated program which included subject matter specialization as well as professional preparation
  - c. Extensive subject matter preparation in the field to be taught supplemented by minimum professional requirements
33. In a junior college it is desirable that a majority of the members of the faculty both in academic and in semiprofessional fields should have the following degree or its equivalent—
  - a. Bachelor's degree only
  - b. Master's degree only
  - c. Doctor of philosophy degree
  - d. Doctor of education degree
34. The most desirable previous educational experience for a junior college instructor is—
  - a. High school experience
  - b. Junior college experience
  - c. Senior college or university experience
  - d. No previous experience
  - e. Experience at two or more educational levels

35. For an instructor in a semiprofessional curriculum the most important qualification is—
- a. Extensive preparation in his semiprofessional field
  - b. Demonstrated teaching ability
  - c. Professional courses in the field of education
  - d. An academic degree
  - e. A combination of the above qualifications. (What emphasis on each factor?)
36. A desirable scale of faculty salaries should take account of the following factors— (Check all that you think should apply)
- a. Academic preparation (Master's degree, or equivalent, etc.)
  - b. Previous experience
  - c. Sex of instructor (different scale for men and for women)
  - d. Marital status (extra salary for wife, for children)
  - e. Cost of living and community social conditions
  - f. Subject matter taught (English, physics, agriculture, aviation)
  - g. Tenure in present position
  - h. Improvement in service
  - i. Supply and demand
  - j. Small increments over long period of years
  - k. Personal judgment of administrator
  - l. Maximum salary for any position approximately twice the minimum salary for same position

## I. PLANT

37. The most desirable viewpoint concerning the junior college plant in its relation to its community is that—
- a. The community should be allowed to use the recreational features and auditorium for special occasions
  - b. Classrooms and other facilities should be made available for evening classes, in addition to community use of recreational features and auditorium on special occasions
  - c. The junior college plant should be planned to meet community needs, social as well as educational, and should therefore be fully used by the community
  - d. The junior college plant should be reserved for exclusive use by the institution
  - e. The junior college plant and all its facilities should be available for community use whenever this does not interfere with college activities
38. The junior college plant should be—
- a. Used by the faculty and students as an active agency to promote educational values
  - b. Regarded by the college faculty and students as practically unchangeable and, therefore, to be accepted as it is
  - c. Looked upon as susceptible of some modification and adjustment to meet college needs

## J. ADMINISTRATION

39. In the administration of a junior college, the board of control should—

- a. Formulate policies after hearing the recommendations of the administrative head of the college
- b. Formulate policies after hearing recommendations made by the administrative head of the college in cooperation with faculty
- c. Formulate policies independently and communicate them to the administrative head of the college
- d. Pass upon policies formulated by the administrative head in cooperation with the faculty
- e. Pass upon policies formulated democratically by the entire faculty of the junior college

40. The most desirable type of faculty meetings are those in which—

- a. Faculty meetings are largely concerned with matters of administrative detail, discussion of individual students, etc. Many such details decided by vote
- b. The administrator spends most of the time in giving instructions to the faculty. Little faculty participation. Few or no votes are taken.
- c. Faculty meetings are largely concerned with matters of general educational policy. Decisions made by vote after full and frank discussion of all points of view. Most matters of administrative detail delegated to individuals or committees. Plan of professional faculty meetings made for several months in advance

## 5. SUGGESTIONS FOR STATEMENT OF OBJECTIVES

It is suggested that the junior college formulate a statement of its own philosophy of education and objectives in 200 to 600 words. This statement should point out in brief terms the particular purposes and objectives of the institution in harmony with the philosophy of education held by its faculty, giving due consideration also to "the nature of the students with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part." Such statements doubtless will and should differ greatly for different types of junior colleges, in different parts of the country, and serving diverse clienteles. The statement for any particular institution ought to give a clear idea of its general philosophy and its specific purposes for the benefit of prospective students and their parents as well as for that of the educational public. This statement should be one which is suitable for publication in the college catalog and other literature published by the institution.



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